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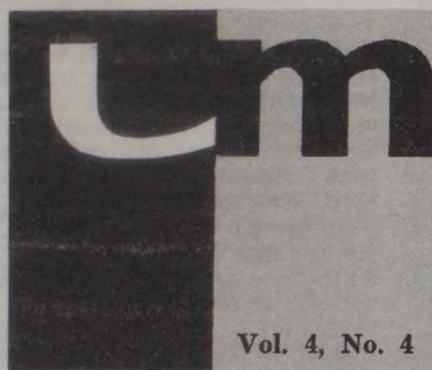
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V. 4, no. 4
Feb - March 72



Photo by B. Nettles

SNOWY FEBRUARY DAYS—Two women pass by Main Hall as they cross the Oval on a blustery afternoon.



University of Montana, Missoula, Montana 59801

profiles

Vol. 4, No. 4 February-March 1972

Federal, state officials investigate work-study

Federal and state officials currently are conducting investigations at the University of Montana to determine whether violations have occurred in the handling of work-study funds.

The probe began when UM auditor Ray Menier reported to President Robert T. Pantzer that, in his opinion, the UM athletic department was violating work-study regulations.

According to Pantzer, both levels of government are involved in the investigation because the work-study budget is composed of 80 per cent federal funds and 20 per cent state funds.

Pantzer said Menier reported discrepancies to him on Nov. 8 while working on the athletic ledgers at the request of the University administration. The purpose of the original report was to determine sources of present athletic funding.

Pantzer said he requested Menier to perform an audit covering work-study pay practices in the athletic department following the Nov. 8 report. Menier submitted the audit report on Dec. 20 which confirmed the discrepancies.

George Mitchell, the University's administrative vice president, said the audit conducted by Menier alleges that "procedural errors" were made in the certification of time

reports of students working for the athletic department. Menier's report listed the following discrepancies:

- Time cards were turned in for students who were given nominal titles, such as statistical assistant, but performed no work.

- Time cards were submitted for athletes who were no longer enrolled.

- Students who had tuition waivers or scholarships were told that these were loans to be repaid through work-study checks, and they endorsed their checks and turned them over to the athletic department.

- The department allowed students to "bank" time, that is to work more than their allowable 15 hours and move that extra time to the next week.

Under the work-study program, federal grants finance 80 per cent of the wages of qualified needy students. The jobs are mostly on campus, and students are limited to 15 hours a week and a top pay of \$3 an hour.

For the 18-month period ending in June 1972, the University's work-study allocation was \$1,090,821. About 800 of the school's 8,400 students, 70 of them in the athletic department, are currently aided by the program.

Following the Dec. 20 report from Menier to Pantzer, the UM administration instructed officials in the UM athletic department to rectify payroll procedures for the period beginning Dec. 16 and ending Jan. 15, and thereafter.

Officials involved agree that the investigations by the Federal Bureau of Investigation and Montana Atty. Gen. Robert Woodahl will take several weeks. No conclusions will be made until the investigations are completed.

Alumni Honor Roll This Issue



Photo by Carl Hansen

THAT BEARS CONSIDERATION—Members of UM Faculty Senate listen to a proposal from fellow senator Ron Erickson, professor of chemistry and an instructor in the Round River program. The Senate convenes once a month during the academic year.

Senate expanding scope

A firm faculty voice in academic decisions has been slow coming to the University of Montana. Until 12 years ago, faculty participation in the governance of the University waxed and waned according to the philosophy of the presiding administration.

Major channels for communication between faculty and administration were provided by general faculty meetings and Budget and Policy Committee, formed in 1921, which served to advise the president of the faculty viewpoint.

Faculty meetings termed unwieldy

With the increase in faculty came an increase in communication problems. When the faculty grew to some 300 members, pressure grew to amend the situation.

A Budget and Policy Committee report claimed "matters of importance to the welfare of the institution and with which faculty should be concerned . . . cannot easily receive the attention . . . they merit."

The report attributed this problem to the "growth in numbers of staff to the point where the general faculty meeting is unwieldy, appropriate deliberation difficult and action slow."

In April 1957 the UM chapters of the American Association of University Professors (AAUP) and the American Federation of Teachers (AFT) formed a joint committee to study other faculty organizations and the particular needs of the local faculty.

Their proposal for a faculty governing body was tabled until 1961 when both President Harry K. Newburn and the faculty gave official sanction for a faculty senate.

Senate bylaws were prepared which defined the structure of the new organization. The body was to consist of 45 faculty-elected members, 15 from the schools, and 15 each from the respective areas of the College of Arts and Sciences. Members would be elected for three-year staggered terms, the terms of one-third of the members expiring each year.

Officers of the UM administration were designated non-voting ex-officio members.

The Budget and Policy Commit-

tee became the executive committee of the Senate, its members chosen from that body.

At the first Senate meeting in October 1961 the group defined its functions which included: recommendation of general requirements for admission and graduation, approval of specific curriculum changes and the establishment of regulations for all degrees.

While Newburn approved of these Senate responsibilities, he had strong reservations regarding the extent of faculty participation in administrative areas. Specifically, he questioned the Senate bylaw which empowered it "to make recommendations regarding matters of critical concern to the welfare and administration of the University."

He also opposed the Senate's right to consult with him about matters related to faculty tenure, appointment, promotion, salary and termination of service.

Newburn had previously outlined his position in a 1960 article in the Journal of Higher Education. In that article he stated that "the major role of the faculty is teaching and research, and the critical assignment of administration is the facilitation and improvement of these efforts. . . ."

The Senate's insistence on its jurisdiction in these areas remained a source of conflict throughout Newburn's administration.

Senate tests new authority

In May of 1963 the young Senate encountered the first major test of its authority. At that time the Senate convened to consider how it might participate in the selection of UM's new president.

Fred Honkala, then Senate chairman, argued for faculty participation in the matter:

"The president and tenure faculty relationship is not exactly a boss-employee relationship because under normal conditions we cannot be fired. . . . The most conscientious Board of Regents cannot pick a University president with the same backlog of experience as could a Board of Directors who have, in the main, come through the ranks of a given business. In this case we are the business

body. . . . Faculties at other universities, including state-supported ones, often have participated in various ways in this choice."

The Senate delegated the B & P Committee to interview the two candidates for the position, Robert Johns and Frederick Bolman.

Though the committee was permitted to interview the candidates and make recommendations, its recommendations went unheeded. The Board of Regents appointed Johns president over the committee choice of Bolman.

Defeated on this issue, the Senate nonetheless resolved that for the good of the University "we try to work with Dr. Johns and that we help him have a successful administration."

Decisions favor liberalized system

Tension eased considerably under Johns who welcomed Senate participation in the governance of the University. The Senate, however, was cautious in these early years, and impatient students periodically chastized what they felt was unnecessary secrecy and a conservative pace.

Recently, the Senate has begun to demonstrate a liberal direction. It has initiated sweeping curriculum innovations, admitted students to its chambers, and, in the past few months, begun a comprehensive process of reorganization.

The presence of students on Senate committees has met with mixed success. Irregular attendance and lack of interest have provoked faculty criticism.

"Some students just aren't doing their homework, which includes reading the curriculum information sent to them by the dean's office," said Ludwig Browman about students on his Curriculum Committee.

According to John E. Van de Wetering, present Senate chairman, "Students have been more successful on some committees than on others. They are understandably bored with the business of some."

Faculty members generally agree, however, that student participation has helped spur major curriculum changes.

Academic Vice President Rich-

(Continued on Page 3)

Tenure role explained

By Richard G. Landini
UM Academic Vice President

Within the broad context of university activities perhaps no one subject is more often reintroduced, reappraised, and reaffirmed in principle by those who care about its true meaning and varied implications, than is academic tenure.



Richard G. Landini

At the University of Montana, regulations regarding tenure adopted by the Board of Regents are clearly stated and include important safeguards of the public interest.* Within the regulations are prescribed procedures leading to the award of tenure; and these procedures are perhaps not widely understood or even known outside the University.

The academic performance of a non-tenured instructor is evaluated each year in terms of his classroom teaching, research and scholarly productivity, and University and public service. In almost every case a probationary period of seven years is required of an instructor before the award

of tenure—and in a good many cases, with the mutual understanding of the instructor and the University stated in writing, non-tenured status is extended over even longer periods.

On our campus, annual evaluations are required as background to and conditions for advancement in rank. An assistant professor is ordinarily required to serve four non-tenured years in that rank to be eligible for promotion to associate professor; and even with his advancement in rank he does not automatically receive tenure.

When tenure is awarded, it is the result of a conscious and deliberative act by colleagues, University administrators, and the Board of Regents—from that moment onward only "adequate cause," proven in carefully detailed due process, can deny the instructor his tenured status.

The forces of opposition to tenure have been joined in the last year or two by a growing number of younger professors and college students. In the main their argument seems to hinge on the issue of alleged mediocrity resulting from a tenure system. "Academic tenure tends to ensure for the mediocre instructor the right to continue to be mediocre," is one part of the argument.

One might suppose that in the decade of the sixties, the dramatic increase in student enrollments at almost all state colleges and universities resulted in relaxed standards in the selection and evaluation of faculty. In what might be called a "sellers' market," professors might seem to have been hired quickly to meet the urgent demands placed upon a university by enrollment increases, as well as by the needs of state and federal government agencies, industry and the public.

It should be said, however, that hastily hired professors are not hastily awarded tenure; and the same critical moments of evaluation remain—annually in matters of salary, every four or five years in matters of promotion—no matter how urgent the need for faculty expansion. In brief, at the University of Montana standards for tenure are applied to all new faculty additions, and they are no less rigorous than those previously brought to bear on faculty appointments during the forties and fifties.

The potential for erosion of educational quality, leading to institutional mediocrity, may be a flaw in an institution's recruitment and evaluation practices rather than in the tenure principle. And while I do not think the University of Montana has engendered that potential, a good many of her sister institutions must now face up to the results of shoddy faculty selection and appraisal in the recent past.

A rather more real and imminent danger of deterioration results when a faculty comes to conclude, however reluctantly, that its students and the public it serves contribute to an atmosphere in which professional dedication, commitment, expertise and academic performance are neither fully appreciated nor rewarded. And that kind of deterioration can level a faculty into academic mediocrity more quickly and surely than an optimistic mind may permit itself to consider.

Even at that, we must grant that the tenure system may contribute to some mediocrity in the performance of some professors. The potential risks and disadvantages, serious as they are, are parts of the cost the public and academic communities must incur in order to guarantee the very great advantage of academic freedom and the benefits it yields to all of society.

To all of society, not merely to professors; for as noted in the American Association of University Professors Statement on Academic Freedom and Tenure:

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Humane values, scientific discoveries, technological advances, political and social revaluations, broad cultural progress—all are most effectively undertaken in an atmosphere of academic freedom supported by tenure.

Much more can, and perhaps must be said on this important matter, by both academics and concerned citizens. For now, the following recent observation (Fritz Machlup, professor of economics and international finance at Princeton University) goes to the heart of the subject, in my view:

The case for tenure does not rest on the probability that a large proportion of all academic teachers and scholars would suppress some of their thoughts or sentiments in the absence of the security which tenure provides; nor does it rest on the probability that some of the suppressed thoughts or sentiments would be of extraordinary significance. . . . The case for tenure would be sufficiently supported by showing that a few men once in a while might feel insecure and suppress or postpone the communication of views which, true or false, wise or foolish, could inspire or provoke others to embark on or continue along lines of reasoning which may eventually lead to new insights, new judgments, or new appraisals regarding nature or society.

Prudence, history, tradition and just plain common sense suggest the wisdom of preserving tenure as essential to intellectual freedom. The total benefits to our time, society, and culture far outweigh the "costs" of tenure, and that's what really matters, after all.

Academic Profile

Based on 405 full-time faculty

	Number	Years at UM (mdn.)	Years in Rank (mdn.)	Latest Degree Earned					
				B.A./B.S.	M.A./M.S.	M.F.A.	Ph.D.	LL.B./J.D.	LL.M.
Instructors	Total:	60	2	3	9	45	3	3	1*
	Male:	46	2	2	6	34	3	3	1*
	Female:	16	2	4	3	11			
Assistant Professors	Total:	120	3	3	2	31	6	76	5
	Male:	101	3	3	1	24	6	65	5
	Female:	19	4	2	1	7		11	
Associate Professors	Total:	90	6	3		25	2	60	2
	Male:	78	6	3		17	2	56	2
	Female:	12	11	5		8		4	
Professors	Total:	135	15	6	1	18	1	111	1
	Male:	133	14	6	1	17	1	110	1
	Female:	2	27	6		1		1	

*Additional degree.

Survey reveals composite faculty as young, mobile, experienced

A recent UM Profiles' survey indicates UM faculty members are relatively young, mobile and highly educated.

Data for this study was obtained from an analysis of the 405 men and women who will spend more than 50 per cent of their time in a teaching capacity during the 1971-72 academic year. The study excludes those who hold faculty rank but perform as administrators and those who have part-time or lecturer appointments.

Women faculty members are in the minority on the UM campus. Only 47, or 12 per cent, of the total staff are women, while 358, or 88 per cent, of the staff are men. Better than half the faculty, 62 per cent, have earned doctoral degrees. On the other hand, 41 per cent, or less than half, have been awarded tenure.

When a faculty member is awarded tenure, his contract usually is renewed automatically at the beginning of each academic year.

The doctorate is not always the terminal or final degree in a given academic area. Some fields, such as fine arts and drama, may consider the master's or, more recently, the master of fine arts the terminal degree.

Twenty-nine per cent of the full-time faculty have earned master's degrees as their latest, though not necessarily terminal, degree. Three per cent of the faculty have earned master of fine arts, another 3 per cent have obtained law degrees and 3 per cent have their bachelor's degrees.

By averaging the medians of the various data studied, Profiles derived the academic characteristics of the typical, but hypothetical, faculty figure. He is male, 40 years old, has earned a doctorate, holds

the rank of associate professor, a position he has held four years, and has been on the faculty at the University seven and a half years.

More indicative than the composite picture, however, is a rank by rank survey of the characteristics which describe each of the four major teaching positions at the University—instructor, assistant professor, associate professor and full professor.

Sixty faculty members hold the rank of instructor at UM, 46 men and 14 women. The median age for an instructor is 30 years. Most have been at the University two years, but have held the rank of instructor for three years.

The discrepancy between years in rank and years at the University indicates that a number of instructors have held that rank at another institution before coming to UM. For others this marks their first teaching position. Many return to school for advanced study after their University appointments expire and reenter the teaching field at a later date.

Fifty-one of the 60 instructors have earned master's degrees, three have M.F.A.'s, three have doctorates and one has earned a law degree.

Those in the next higher rank,

that of assistant professor, tend to be a few years older and to have had more teaching experience. The median age for associate professors is 34 years. Most have held that rank three years and have been at the University four years.

Of the 120 assistant professors, 101 are men and 19 are women. Sixty-three per cent have earned doctoral degrees.

Ninety faculty members hold the rank of associate professor at UM. Sixty-seven per cent of the 78 men and 12 women who occupy this rank have earned doctorates.

Associate professors average 40 years of age. Most have held that rank three years and have been at the University six years.

Of the 135 full professors at the University, only two are women. The average age for a professor is 50 years. He has been in his rank six years, and he has been teaching at the University 15 years.

Sixteen per cent, or 76 of the 405 faculty studied, have earned at least one degree in the state. The majority have obtained degrees from various campuses across the United States as well as from a number of foreign countries, including England, Germany, France and India.

Nelson Fritz, supply manager, retires after 16 years service

Nelson H. Fritz, ex-forester and supply manager of the Associated Students Store, retired Jan. 1 following 16 years of service at the University of Montana.

Fritz began work at the UM bookstore in 1954. Soon afterwards he took 17 months leave to act as

consultant to Cerro de Pasco, a New York-based copper corporation.

Fritz, a native of Wilmington, Del., graduated from UM in forestry engineering in 1929. He has worked as a forestry engineer and consultant in the United States, Korea and Peru.

His son, Harry W., is an assistant professor of history at UM. Another son, Nelson Jr., is studying for his doctorate in linguistics at Indiana University, Bloomington.

Joseph L. DeVictoria, a native of Molokai, Hawaii, replaced Fritz as supply manager. DeVictoria came to the University in July after 25 years of service with the U.S. Army.

*Tenure Regulations

University Act. No. 673 adopted by the State Board of Education June 22, 1918, and amended April 8, 1919; April 26, 1921; April 3, 1922; July 16, 1951, and July 13, 1953.

Professors and associate professors are on permanent appointment; provided, however, that the initial appointment to a full professorship or to an associate professorship may be for a limited term. Such limited term appointment may be renewed; provided, however, that reappointment after three years of service shall be deemed a permanent appointment.

Assistant professors are on a one-year appointment for the first two years, after which reappointment, unless otherwise specified, is for a term of three years.

Lecturers, instructors and assistants are appointed for one year, unless otherwise definitely provided.

At the expiration of the term of appointment of a professor or an associate professor, if appointed for a limited term, or of an assistant professor, lecturer, instructor, or assistant, there is no obligation whatever to renew the appointment, and without renewal the appointment thereupon lapses and becomes void. In every case of such non-renewal of appointment, official notice thereof shall be given by the chief executive of the institution, not later than April 15; provided, that a notice given ninety days prior to the expiration of the contract shall be sufficient in case of the non-renewal of the appointment of any member of the Agricultural Extension Staff.

UM PROFILES

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Co-editor — Diane Gaddis, graduate student, English
Co-editor — Robin Tawney, senior, journalism
Alumni editor — Ronnene Anderson, junior, journalism
Reporter — Chris Coburn, senior, journalism
Reporter — Vivian Todhunter, senior, journalism

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Photo by B. Nettles

Senate relaxes policies

(Continued from Page 1)
ard Landini complimented students for their role in recent Senate decisions to delete the foreign language requirement as a general University requisite for graduation and to discontinue group requirements. The first policy, which went into effect this fall, states that foreign language requirements shall be established at the discretion of the individual departments and schools.

The Senate also approved the University Omnibus Number, under which a student can register for up to 15 credits a quarter for independent studies. Previously this option had been restricted to seniors and graduate students.

Last spring the Senate formed a Faculty Ethics Committee, which includes two students among the five committee members.

"This committee was formed largely in response to public outcry that college professors don't police themselves," former Senate chairman Fred Henningsen said. "Actually, policing had been done with ad hoc committees which reviewed charges leveled at particular members. This committee now formalizes the policing procedures of the past."

Senate studies reorganization

Most faculty members strongly support the idea of a faculty senate. Faculty involvement, however, is another matter.

Van de Wetering thinks that a good many faculty members either don't know or don't care about Senate business.

"That is our communication problem," he said. "We must let the younger faculty especially know what we are doing and get them involved."

The authority conflicts which once embroiled senators and administration are not likely to occur under the present administration.

Howard E. Reinhardt, 1970-71 Senate chairman, said, "President Pantzer makes reasonable response to suggestions from the faculty about their participation in faculty governance."

Van de Wetering believes the problem of respective authorities could reappear with a change in administration.

"There are no built-in checks to prevent that," he explained.

The Senate is currently formulating plans for reorganization. One of its primary tasks, according to Van de Wetering, is to outline policy measures to prevent restrictions on Senate function.

Another reorganization task will involve determining the effectiveness of existing Senate committees. "Committees sometimes live longer than they should," Reinhardt said.

The sheer logistics of disseminating information often slows the tempo of Senate business. "With so many committees, it is difficult to keep all members informed of the work being done outside Senate meetings," Reinhardt explained.

One method of easing this problem has already been implemented. Senators may now attend pre-Senate meetings to informally discuss items on the forthcoming agenda.

Reorganization with more ad hoc committees and fewer standing committees promises a more comprehensive solution. Ad hoc committees are formed to study particular issues and dissolve once the study is completed.

These recent Senate decisions have evoked favorable response from members of the campus community.

A Montana Kaimin editorial last spring noted that, "The Faculty Senate has acknowledged the importance of imagination in the University curriculum. The Faculty Senate has shown great insight in adopting this course."

A number of faculty senators would agree.

"The Senate may move us toward a more liberal type of institution," Henningsen said. "We are moving from a curricular point of view to a freer, less formal type of University. I'm certainly glad to see us get rid of the straitjacket of group requirements."

Van de Wetering predicts that the Senate will continue to play a strong role in University decisions: "Through the Senate mechanism the faculty has become a full participant in the operation of the University."

"In the future, as in the past, the strength of faculty government will be vitally important to the direction of the University."

Kissinger slated

Henry A. Kissinger, President Nixon's assistant for National Security Affairs, will speak at UM on April 14, as the fifth speaker in the continuing Mansfield Lectures on International Relations. The time and location of the lecture will be announced at a later date.

The Mansfield series, established in 1967 under the Mike and Maureen Mansfield Endowment, was founded in recognition of the Senate majority leader's 25 years of congressional service and the University's 75th anniversary.

Kissinger, a professor on leave from Harvard University, has been a consultant with several government agencies including the Department of State, National Security Council and U.S. Arms Control and Disarmament Agency.

Books view social issues

Books on national parks and Latin America head recent publications by faculty members at the University of Montana.

How the U.S. Cavalry Saved Our National Parks, a book written by H. Duane Hampton, associate professor of history, was released in late December by the Indiana University Press, Bloomington.

Hampton's book deals with the

difficulties which plagued the first efforts of Congress in establishing national parks. The first parks were in danger of destruction from game hunters, livestock and lumber interests because of inadequate laws.

The Secretary of the Interior appealed to the U.S. Army, which stationed squads of cavalry in the parks to protect the areas. The cavalry is credited with laying the foundation for what became the National Park Service in 1916.

How the U.S. Cavalry Saved Our National Parks is available in hardback at the UM Associated Students Store for \$8.95.

A book entitled *Venezuela and Paraguay: Political Modernity and Tradition in Conflict*, written by Leo B. Lott, chairman of the political science department, was published in January by Holt, Rinehart and Winston, Inc., New York.

The book studies the major conditioning influences in the evolution of the present political cultures and political institutions of the two countries.

Primarily a study of contrast, the book also notes the basic similarities in the historical, political and economic structures of the two nations.

Lott's book is a part of the Modern Comparative Politics Series.

BATTLE OF THE BRIDGE—A lone figure takes advantage of a shortcut across the old Van Buren Street Bridge. Closed in 1959 when construction of a new highway overpass was completed, the bridge was being used again this winter. A contractor had built a small bridge from Milwaukee Railroad land to an island he owns in the Clark Fork River and piled fill-dirt on the island. When the pile reached the level of the bridge, University students discovered the bridge made a convenient route from campus to the lower Rattlesnake area. As foot traffic on the bridge increased, county officials took safety precautions, replacing rotten planks and installing handrails. But the Milwaukee Railroad objected because the bridge route crossed its open tracks. Plans are now being studied for a joint community-campus venture, a pedestrian tunnel under the Milwaukee tracks which would permit safe access to the bridge.

Student vote close

Athletics cut favored

A slight majority of UM students favored decreasing the student allocation to athletics in a poll conducted by Central Board, governing body of the Associated Students of the University of Montana (ASUM).

Results of the poll taken during Winter Quarter registration will be used as guidelines for Central Board when it votes on the athletic department budget this spring, according to ASUM President John Christensen.

Final tabulations, supervised by members of the UM administration, athletic department and Central Board, showed 50.6 per cent of the students polled favored decreasing the student allocation to the athletic department. A total of 49.4 per cent favored either financing athletics at the present level or increasing student funding.

Of the 49.4 per cent, 19.4 per cent favored increased student

funding, and 30 per cent favored keeping the budget at its present level. A total of 6,694 of 8,403 registered students voted in the poll.

A portion of the athletic department budget is based on an amount equal to \$8 of the \$15 activity fee paid by students each quarter. ASUM can increase that amount by 20 per cent or reduce it by 12 per cent each year. Last spring, Central Board responded to a student referendum and cut the budget 12 per cent.

A majority of the students voting in the poll Winter Quarter favored ending the mandatory fee for football and basketball, and financing those sports through gate receipts.

A total of 53 per cent, or 3,567 students, favored charging only those who attend athletic events, while 26 per cent, or 1,760, opposed that plan. A total of 1,367, or 21 per cent, did not answer that question.

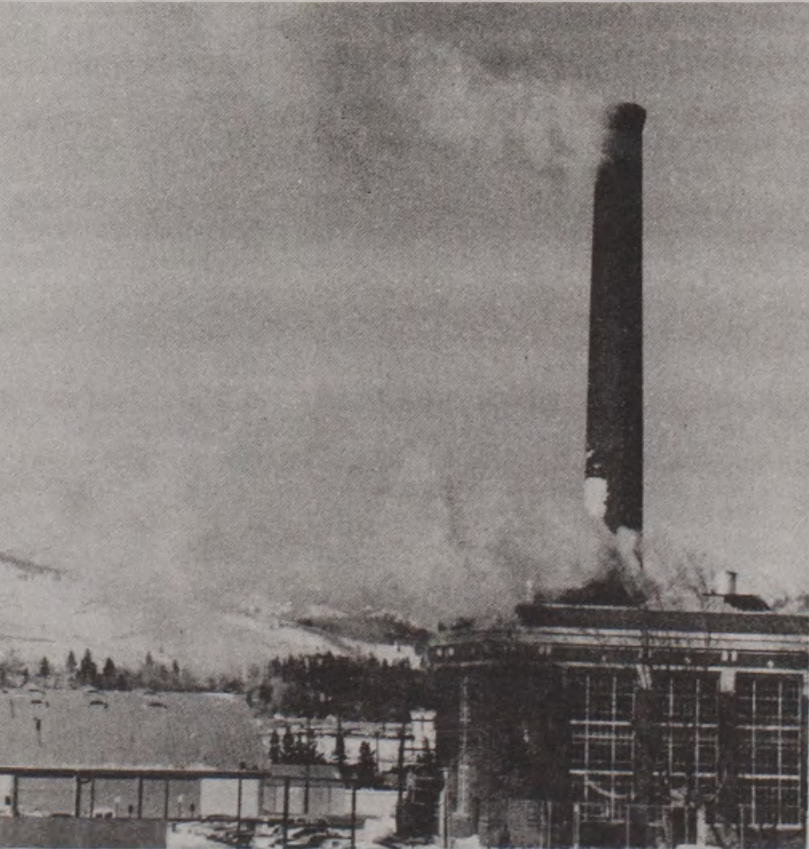


Photo by Gordon Lemon

STEAM, NOT POLLUTION—Steam rises from the heating plant which serves most of the UM campus. Temperatures of -25 degrees and strong winds produced a wind-chill factor of -50 degrees during late January and early February.

UM faculty salaries rank below Category One national averages

Faculty salaries at the University of Montana are lower than average for schools in its category, according to a report by the American Association of University Professors.

The AAUP classifies the University as a Category One institution, which includes all state and private institutions which offer the doctorate degree in three or more nonrelated disciplines.

Category One schools range from small schools such as UM to the largest schools in the country, institutions such as Michigan State University and the University of California at Los Angeles.

The report includes salaries of all full-time faculty spending 50 per cent or more of their time teaching.

Average faculty salaries according to rank for the academic year 1970-71 are listed below.

Academic Rank	University of Montana	National Category One
Professor	\$16,687	\$19,150
Associate Professor	12,838	14,350
Assistant Professor	10,836	11,760
Instructor	8,789	8,970

Faculty panel weighs teacher-citizen role

● Mary Cummings, assistant professor of social welfare. Cummings received an A.B. in international relations from Stanford University, Palo Alto, Calif., in 1963, a master's degree in social work from Columbia University, New York City, in 1966, and a master's degree in sociology from UM in 1968. She has worked with the Jewish Guild for the Blind in New York and with the Missoula Head Start program. Cummings, a native of Boise, Idaho, joined the UM Department of Sociology and Social Welfare as a consultant in 1968. This quarter

she is conducting an experimental class on the oppression and liberation of women.

● James A. Flightner, assistant professor of foreign languages. Flightner joined the UM faculty as an instructor in Spanish in 1962. A Missoula native, he received his bachelor of science degree in Spanish from Montana State University, Bozeman, in 1960 and his master's degree in Spanish from UM in 1962. He completed classwork toward his doctorate as a University Fellow at State University of New

York at Buffalo in 1968-70 and was awarded the degree in 1971.

● Clarence C. Gordon, professor of botany. Gordon is director of the Environmental Studies Program, a new graduate course which deals with environmental issues. Active in public efforts to control air pollution, Gordon has done extensive study on the effects of vegetation growth in polluted atmospheres in Montana. He came to UM in 1960 after receiving his doctoral degree in plant pathology from Washington State University, Pullman. He

received his bachelor's degree in botany from the University of Washington, Seattle, in 1956. Gordon is a native of Seattle.

● Robert C. McGiffert, professor of journalism. A native of Elizabeth, N.J., McGiffert instructs courses in writing, editing and journalism law. He received a bachelor's degree in international affairs from Princeton University, Princeton, N.J., in 1943, and a master's degree in journalism from Ohio State University, Columbus,

in 1965. McGiffert spent 16 years as reporter and city editor for the Easton (Pa.) Daily Express and summer as assistant national editor at the Washington (D.C.) Post where he will work again this summer. He currently is a consultant to the Council on Journalism, American Dental Association. McGiffert, a member of the UM faculty since 1966, is author of *The Art of Editing the News*, a book soon to be published by Chilton Book Co., Philadelphia.

PROFILES: How would you define your teaching responsibilities as a faculty member at the University of Montana?

CUMMINGS: I feel my responsibility in teaching is to uncover course material that'll be relevant to what students are doing, course work that will be meaningful in their everyday contact with other people, as well as useful academically. I try to introduce fun kinds of things into courses, things that students will enjoy doing and that involve a lot of interaction. Students tend to remember this better. I've found that the lecture approach, with the exception of certain basic materials, just doesn't get to students.

PROFILES: What are you doing to get around the lecture approach?

CUMMINGS: In the women's seminar I'm teaching this quarter, we're going to put on two women's liberation plays. Students will also get involved in role reversal situations where, for example, female members of the class have to assume male roles in given situations, then analyze what happens in those situations. A couple of women have tried to ask out a couple of fellows and have not been successful. But again, they're getting a good feedback on what it's like to be in another role. They're keeping journals of particular situations where they have encountered conflicts and later we discuss these in class.

GORDON: I like your idea about unstructured classes without lectures. I rarely give lectures any more. I think the biggest problem is that the kids are just robots because they've been put into these perfect molds all their lives—it's hard for them to break away to something new and unstructured where they have to use their own initiative. You have to give them all the equipment and motivation necessary, but you yourself have to be doing things, and they have to pick it up and work with you. This is what we're doing in one of the classes I'm teaching this quarter. The kids are working on six water pollution projects around the state. I haven't given a lecture yet, and I probably won't. People come in to lecture who are much more versed on certain subjects than I. I have the kids talk to them. The kids are out in the

field, and they're problem-oriented. They're very excited about these projects because they learn the politics of the situation, the sociological and scientific aspects of the situation. You never get these out of lectures.

CUMMINGS: I've found that in a lecture, they'll write down everything to give back to you on a test, but it never becomes a part of them. When they have to do something themselves, they become excited and involved.

GORDON: My kids had five projects and they picked up another one. Remember when the Yellowstone pipeline broke out by Clinton? Those kids have gone gung-ho on it. They've contacted the company, the Fish and Game Department, and so on. They're doing their own oil tests and finding out that the oil was much more rampant over that area than previously reported. It's exciting for them. The responsibility of the teacher is to give the kids the equipment that's necessary, the room that's necessary and to be there when they get bogged down. But you don't give them too much help. I rarely give exams. When I find someone who really goofs off in class, I ask him to withdraw. I will not give tests.

McGIFFERT: I like to keep my classroom informal, but frankly it's getting pretty tough with the increased enrollment. I had one last fall, my journalism law course, that normally has 20 to 25 students. It's been quite a good exchange of views. Fifty showed up last fall and that makes quite a difference. When I conduct the class as a seminar the way I have in the past, we get so far off the track, it gets a little confusing.

CUMMINGS: That's a good point. What I'm describing is what I do with the upper division, smaller classes. In the lower divisions, with a large class you can structure but it doesn't come off as easily. If a class is set up for 25, and 50 show up, psychologically, that's tough.

GORDON: It may be unfair, even to the freshmen and sophomores, to have these large classes, but this is something that we have to deal with. I think it's ridiculous to have a class where you can't get to know the students.

McGIFFERT: The trouble is, when the staff doesn't increase and you're going to add two courses, you're going to double the load for the instructor, or you're going to have to find more staff for the extra courses.

'I have total freedom in the structuring of my classes.'

—CUMMINGS

GORDON: I think that goes back to the Board of Regents. They put pressure on the administration, which in turn puts pressure on the faculty by requiring so many classroom hours a week. I don't think you can handle that type of restriction. It's ridiculous.

McGIFFERT: It's pretty tough to turn down a kid who's desperate to get a course. We're seeing more and more of it. I've had students come to me and tell me they're having trouble getting

'When you want radical change, you have to take the initiative.'

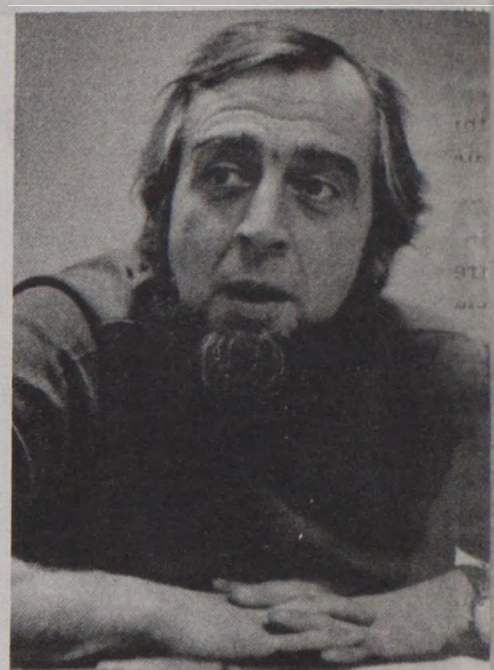
—GORDON

into a course because of the cut-off. I'm inclined to take them, if I can squeeze them into the room.

FLIGHTNER: I think maybe the situation in language training is even worse because you absolutely must have participation. You must practice the skills you're trying to acquire. A class of 25 is very large for language drill. But we have 35 to 40 for the same reason, not leaving anybody out. It becomes farcical as far as the drill and participation are concerned. Another problem is that in language training, and maybe in a lot of other areas too, one of your goals is to broaden a person's horizons. It's difficult because they may enter with a particular set of prejudices, so you try not only to train and teach and become involved with them, but you also have a missionary duty in behalf of the language you're teaching and the culture it represents. An additional problem is relevance. Some of you are teaching courses in which relevance doesn't have to be proved. In the liberal arts area relevance often has to be proved. That's one thing I am very definitely working on. We have students this quarter in a pilot program in Mexico who are studying there and earning University credits. They are living in little villages, not in the plastic society, and studying Mexican family and social life. Their sense of being involved in something that's relevant is much more vivid. The whole program costs \$650 a quarter, counting registration and transportation. That's about what they spend here.

GORDON: Foreign language study has always bothered me in a sense because I really feel strongly that it's taught in the wrong place. It should be taught in grade schools and high schools. I don't know why we don't spend some of the money in the grade schools and high schools that we utilize to finance foreign languages in college.

FLIGHTNER: To acquire meaningful control of a foreign language in grade school, you must provide for articulated, continuous foreign language education for at least six years in a situation which permits only limited exposure to that language each day. This requires an enormous corps of trained language teachers, but our grade school structure is set up for the teachers who are jacks-of-all-trades up until the seventh or eighth grade. So the program has been tried for decades and always comes unstuck because



when it's not articulated all the way through, when you don't have good teachers all the way through, it'll break at the first weak link. And the kid doesn't get to high school with any basic preparation.

GORDON: But I think that's going to change. Now colleges are changing their teaching methods and I know the high schools and grade schools will change. It has to change; it's not working.

FLIGHTNER: That's very true. In any way we're taking inefficient, remedial action at the college level. The remedies are very definitely deficient. We much prefer to have students enter the University with some communicative proper in a language.

CUMMINGS: I would like to see social welfare tie in with some of the programs you were suggesting.

FLIGHTNER: Well, we are starting to look for help from other areas. With two years of intensive drill at the University, kids can go anywhere in the Spanish- or French-speaking world and get an enormous amount out of the experiences. But they have to have language in order to do it. We're certainly willing to work with other departments. We're trying to set that up so that language will be regarded as a tool toward other social uses, not just literary appreciation.

GORDON: Foreign languages are not being deleted as graduation requirements in many of the science programs. Kids have too many required courses.

FLIGHTNER: The "new scientists," the young ones working in specialized areas, do feel, and from their point of view with a certain amount of reason, language training does not give enough return for the amount of effort it takes. This to me is evidence of a very myopic world view. I think that language is a very viable way to break out of one's cocoon and get another perspective on the world.

PROFILES: Let's return to something that nearly everyone has touched upon. Do you think you have a voice in the administration of the University—in curriculum, budget and other matters?



GORDON: The staff is in control of the curriculum and graduation and so on. I don't think there's any problem. In fact, the staff will foul itself up faster than anything else. If you go to a staff meeting of any faculty on campus, you'll see what it's like to put a bunch of prima donnas together and try to reach a consensus on what departmental policy should be. We talked about foreign languages for seven years. We've talked about other things to do with requirements. It was never the administration's decision; it was our decision. You can't get us prima donnas to make up our minds.

FLIGHTNER: I agree. If you can organize your case, you can go to the administration and you don't have any trouble. If you work through the faculty committee you're on, you'll just go round and round. All kinds of carefully rationalized objections, procedural and otherwise, are raised, and you don't get anything done. I don't want anyone to think that the administration is a bug-aboo.

CUMMINGS: Let me respond to that in a couple of ways. First, I have total freedom in the structuring of my classes. I think that's partly because the chairman of the department has confidence in my ability to teach. And I think that everybody else in the department has that same kind of freedom. Second, let me bring it back to this course I'm teaching on women. One of the reasons I'm teaching the course is because a group of women, students and faculty members, had gone several times to the administration asking that the University provide some courses on women. They felt that was just as relevant as Indian or Black studies. In general, they got pooh-poohed, so they had to locate another resource in the University. Now I happened to be a woman with an interest in this topic, so I talked to my department chairman. He said fine.

GORDON: But when you really want radical change, sometimes you just have to take the initiative and then show the administration that it really works. That's the way to do things.

CUMMINGS: That's true. But I think more interest should come from the administration. If the administration would show a greater interest in new, creative approaches and courses, it would be reflected in the curriculum and in the quality of the educational experience.

GORDON: I don't think the administration can give you any leadership whatsoever, but they will leave you pretty much on your own and they will give you some help. In Environmental Studies we have a budget of \$1,400 and I have 15 graduate students, which is ridiculous. But we've got to prove that we can do it, that we can make this program survive. No one is going to take you by the hand and say, "Okay, we'll give you \$2,000 or \$50,000." You have to say, "I want to do it, and I'll do it for nothing if it's necessary, and then, if it works, you come and help me." I think that's how you have to play the game. And the administration will come along at that point. As far as administrative leadership along academic lines, I don't think there is any.

McGIFFERT: I'm lucky, I guess. I don't need any money for the things that I teach, but I have a feeling here that I have absolute, total freedom. Nobody has hassled me at all in this University on anything I've done, curricularly.

CUMMINGS: I get hassled by the students. That's where the hassle comes. More and more I find they are saying, "I don't like that class," or "Is that really relevant to what we're supposed to be learning?" Our department is making some real changes, partly because of student discontent. In our department, we listen to students to find out what they are interested in learning.

GORDON: But do they come in and tell you about you, yourself, and your class, or about some other professor's class?

CUMMINGS: They tell me about my class through evaluations and questionnaires, but they tell me about other classes, too. When we get together in staff meetings, this kind of thing comes out and changes are sometimes made.

GORDON: I think that is the biggest problem in teaching. Students rarely challenge their professors. They'll challenge through other professors, but rarely have the guts to stand up and challenge their own. And they could do it very easily, with a lot of finesse. I really feel that some of the best students never make it to college; they're out on the street. They're the ones who really challenge the system. What we are getting are really the "perfect" robots. There are some rebels, but not many in our University system.

FLIGHTNER: Senior profs should all teach freshman courses every year, or every other year. Once a student has chosen a major, he's more or less gotten on the assembly line—he doesn't challenge, he doesn't question, he doesn't make you examine your own assumptions or your own competence. But the freshmen, and in some cases the sophomores, really are questioning, are challenging. You will find out pretty quickly if they like what you are doing and how you are doing it.

CUMMINGS: Yes, they don't show up for a class, they look out the window while you are lecturing, they yawn.

FLIGHTNER: I think you have to examine yourself all the time. How you're doing, the procedures you use, and the basic validity of what you're trying to do.

McGIFFERT: I get challenged plenty. Not so much on how I'm doing, frankly, but on what I say and what I believe. I get plenty of challenges. I don't get away with everything.

PROFILES: *Do you think faculty should be involved in student activities?*

McGIFFERT: For those who want it, go ahead.

FLIGHTNER: But only by invitation. There's been a big change in the last few years. Faculty members are staying out of student activities unless they're asked. And then they're sometimes reluctant.

McGIFFERT: I'm not sure I know what you mean by student affairs and student activities. There's a line I like to draw. My office door is always open and I like to have a close relationship with students, but I do not want to get involved in their campus activities. I join marches, sure, but that's a social cause.

CUMMINGS: For the most part, I'd have to be invited, but if I feel strongly about it, I'll be there, whatever it is.

FLIGHTNER: It used to be a faculty member would say, "Now let's organize a club," and everybody had darn well better show up at the club meeting. Now that's all been changed. The fac-

'I'm challenged plenty
on what I say
and what I believe.'

—McGIFFERT

ulty member will chip in if he's invited, but the rest is up to the students. If the students are interested, the club goes. If they're not interested, it falls apart. Command performance club meetings are all over as far as I can see.

GORDON: I don't believe in being involved with student programs unless I'm personally asked, and then they have to coax me. Students have lots of programs. Most of them flare up and then disappear and that's fine. That's not the responsibility of the professor. It's an important part of the student's

'Faculty members are
staying out
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unless they're asked.'

—FLIGHTNER

learning experience. If students won't work in a program, it should fail on that basis. They shouldn't rely on their professor to keep it going. The same thing happens to faculty programs—they flare up and then disappear. It depends on who's going to work and who isn't.

PROFILES: *Do you feel it's beneficial to audit University courses outside your specific field?*

CUMMINGS: This is the first year I've not been a student. I have more fun taking classes now, just knowing I don't have to be caught up in that student hassle. This year I've taken courses in psychology and in Black Studies, courses relating directly to what I'm teaching. It's really fun to be involved in that way. I've heard a lot of faculty members say, "I wish I could take this course," but they never go out and sit in on a course and listen to what somebody else in the faculty has to say. It's incredible.

GORDON: When I first got here, I took biochemistry classes and others that I hadn't taken in graduate or undergraduate school. I find that as you get more into your program you have less time for other things. I turn down meetings all the time because I simply don't have the time.

McGIFFERT: I went back to school to get my master's degree when I was 40 years old and teaching full-time. Wow, that was really tough.

CUMMINGS: There are some classes that are much more useful to me than some of the other activities in which I'm involved. That's a matter of priorities.

GORDON: You can push priorities different ways. For instance, if I had an extra hour in every single day, a given hour, I would spend the hour in the men's gymnasium. But my first obligations remain with the lab and writing and with requesting research grants to run an operation. There are some good classes on this campus that I would really enjoy taking, but I don't have the time.

PROFILES: *Do you feel each department tends to isolate itself from other departments on campus?*



FLIGHTNER: It takes three years to get to know the people on the floor above.

CUMMINGS: That's really true. We've tried to make some connections with other departments. Fortunately, we have an Indian on our staff, and she is our liaison with the Indian Studies Department, and things have started to develop. But boy, it's hard sometimes.

McGIFFERT: The two best ways I've found to meet people outside my own little world are through committee work and political activity. I'm not as active in politics since I was beaten on my last outing. I'll try again.

GORDON: I've been beaten three times.

PROFILES: *Is there a communication gap between the University and the community?*

GORDON: The gap here between University and townspeople is greater than in many college communities. I think there are things that we can do to start showing people downtown that we are really interested in teaching some of our own subjects. But the fees we charge at the University go up and up—just like the cost of living. We are forming an elitist university again, just like in the thirties, when only the rich could go to college. I think the vocational schools do a better job with town and gown because they're helping the community. Here we don't help; we isolate ourselves because we charge too much.

FLIGHTNER: I've heard complaints about how much faculty time is lost by the third or so students who are going to drop out their first year after coming here unprepared. It's our business to adapt, to a certain extent, our whole program to the people who come here; this is a public service institution. If we were to do that instead of complaining about these hoards of people who come unprepared, I think we could avoid the elitist charge and also improve our image in the state.

GORDON: I want to throw in a different idea. One of the big problems is most kids come to school too young, and they pretty much have to pick out a profession by the time they're 19 or 20. Maybe we could prevent this one-third drop rate if most kids who come here—there are exceptions—went to vocational school first. Let them learn how to use their hands, so they're more secure individuals. If they were more secure you would have more challenge in the classroom and maybe the professors would also change. It's a sign of insecurity when students don't challenge. It's just like people say, if a professor got out of his ivory tower, he wouldn't be able to survive. It may be true in many cases because those who can survive, who have a vocation, would be doing something else besides teaching. But what kind of vocation is there, for instance, for a mycologist? There's no way he can make a living picking mushrooms. I don't think there'd be a market for that.

Pfeiffer: 'Official secrecy' must cease

By Chris Coburn

The duty of a scientist is not so much to "unlock the doors of science" as to provide factual information on matters of public policy involving science, according to E. W. Pfeiffer, professor of zoology.

"The principal role of scientists today is to cut through the veil of official secrecy around policies and programs related to science and get the information out to the people," he said.

Pfeiffer's dedication to that philosophy has resulted in his involvement in many controversial issues—both local and national—since he came to the University of Montana in 1959.

He was one of the first scientists in the nation to point out the dangers of nuclear testing in the atmosphere. He was one of the first to alert the public to the dangerous effects of chemical and biological warfare in South Vietnam.

He reported in December to the American Association for the Advancement of Science (AAAS) on the ecological damage done to South Vietnam by conventional weapons, including the 7½-ton "command vault" bomb which creates a blast almost as powerful as a small atomic bomb. The report was based on findings made during his fourth trip to Southeast Asia last summer.

Pfeiffer recently returned from Washington, D.C., where he addressed the Environmental Committee of the Members of Congress for Peace Through Law. He was invited to report his findings to the meeting by Sens. Alan Cranston, D-Calif., and Gaylord Nelson, D-Wis., and Reps. Paul N. McCloskey Jr., R-Calif., and Gilbert Gude, R-Md.

Pfeiffer's philosophy of involvement, formed early in his academic career, was based on his experiences before entering the field of zoology.

After graduating in 1937 from Cornell University in New York, he spent several months in British Guiana, a British colony in South America, doing a study for a Canadian aluminum company about the health and living conditions of the natives working in bauxite mines.

"I observed firsthand the gross exploitation of the people of Guiana," he said, "and I left the aluminum company with strong feelings about corporate values based on what I had seen."

He joined the Canadian army after leaving the aluminum company and served for a year in Newfoundland.

"Once again I found people living in the same sort of colonial situation," he said. "I developed a strong distaste for imperialism."

When the United States entered World War II, he joined the U.S. Marines, and served in Brazil.

"During that time, I got to know

another group of non-white people living in the most abject conditions imaginable," he said. "I left the service with the feeling that the social and economic conditions of the world had to be changed."

After the war, he attended the University of British Columbia, earning his master's degree in 1948 and his doctorate in zoology in 1954 at the University of California, Berkeley. In 1965, he was awarded a U.S. Public Health Fellowship to do kidney research at Case Western Reserve University, Cleveland, Ohio.

"I got my Ph.D. with the view that I would do what I could to keep this country from going down the road to militarism, imperialism and repression at home," he said. "I think it was the right choice to go into a hard science. People will listen to scientists."

Much of the course of Pfeiffer's later work was determined by his belief in the "danger of the increasing power of the military."

"My belief," he said, "is that the chief threat to world peace is not what the military calls communism, but the difference in standards of living between the United States and the rest of the world. I had to try to get this country to see that the third world has legitimate reason to be struggling for a different way than imperialism."

"The government has taken the view that these struggles were covers for communistic expansion. Nixon would call 'world communist expansion' a bogeyman. The true reason we wish to save the third world people from one thing or another is that we want to exploit them for our own economic ends."

Pfeiffer has watched the growing militarization of the United States with alarm.

"I have been anxious to get into confrontations that would limit military power," he said.

Pfeiffer's first confrontation with military power began while he was teaching at Utah State University in the late fifties. With several colleagues, he began to alert the public to the danger of radioactive fallout from atmospheric nuclear testing in Nevada.

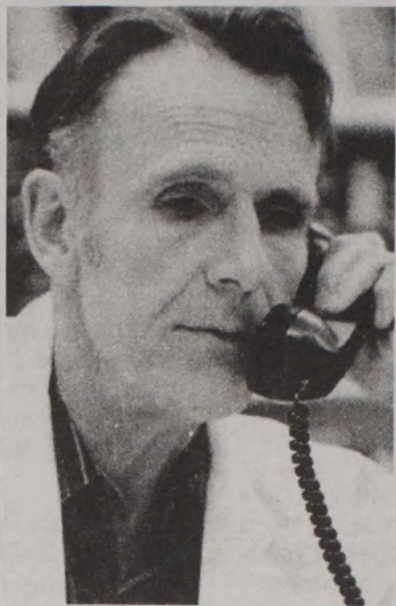
He published a report, printed in the Congressional Record, documenting the "hot spot" phenomenon, which describes how geological and weather conditions cause radioactivity to become concentrated in certain areas.

Pfeiffer came to Montana in the midst of the controversy and carried on his work of informing people of the dangers of nuclear testing.

"With several colleagues," he said, "I formed the Western Montana Scientists Committee for Public Information (WMSMPI) to tell people of the dangers of radioactivity and the inadequacy of fallout shelters."

Members of the WMSMPI helped create the Scientists Institute for Public Information (SIPI), a national group of independent scientists currently headed by Margaret Mead, noted anthropologist.

"We were successful in the fallout fight," he said. "At about the time SIPI was formed, the Ken-



E. W. Pfeiffer

nedy Administration got the test ban agreement ratified. It was one of the greatest victories I have had anything to do with."

Pfeiffer's involvement in the controversy was not popular at the time.

"I didn't have tenure then," he said. "You have to understand that what is now the law of the land was then observed as subversive activity."

Pfeiffer was an early opponent of the war in Vietnam.

"I got involved in the war, once again, through my concern as a scientist," he said. "We learned in the early sixties that the United

States was using chemical warfare in Vietnam—using chemicals to kill forests and crops."

Pfeiffer introduced a resolution which was approved by the AAAS in 1966 calling for investigation into the use of anti-plant chemicals in warfare.

"By 1968, not much had been accomplished in the investigation," he said. "The committee had studied the Defense Department literature on the subject, but that was quite inadequate."

In 1969, Pfeiffer and another scientist received a \$3,000 grant from the Society for Social Responsibility in Science to study the effects of herbicides on the ecology of Vietnam. His first trip to Indochina provided the first independently judged data on those effects.

After his return from Vietnam, the AAAS authorized \$80,000 for a complete study of the problem. The AAAS published its report in 1970. "It showed utter devastation in Vietnam," he said. "Within a few months, Nixon ordered defoliation stopped. That was another great victory."

Pfeiffer is co-author of a book entitled *Harvest of Death*, to be published by Macmillan Co., which is a history of chemical warfare in Vietnam and the attempts made to stop it.

Pfeiffer is presently attempting to introduce the results of his study of conventional warfare in Vietnam before Congress.

"We want legislation that will start studies of the degree to which the war has destroyed the environment of Vietnam and how it can be rehabilitated," he said. "And we want funds appropriated to begin that rehabilitation."

Pfeiffer has followed a basic principle throughout his involvement in controversy over the war.

"One of the chief contributions scientists can make is to get out of the 'ivory tower,'" he said, "and give people the information they

need to make informal decisions about public policy. I have been careful to give them only the pertinent information as a scientist. I only express my opinions on that data as an individual."

He also is careful to differentiate his role as a teacher from his role as an individual expressing political opinions, he said.

"I don't use my classroom as a forum for my political views," he said. "No one should use a lecture platform as a propaganda platform."

Pfeiffer expresses a strong belief in training students to use the scientific method, although much of the training may seem irrelevant to social concerns. To train his students and keep abreast in his field, Pfeiffer has maintained an active research program in physiology supported by grants from the National Science Foundation, National Institute of Health and the Montana Heart Association.

Several zoology graduate students have received their degrees under his direction.

Buckley debates faculty

Reid Buckley, a spokesman for conservatism and younger brother of William F. and James Buckley, recently matched wits with four UM faculty members in a public debate at the University on the question, "Does Liberalism Doom Society?"

Participating faculty members included John F. Lawry, professor of philosophy; Howard E. Reinhardt, chairman of mathematics; Meyer Chessin, professor of botany, and Keith A. McDuffie, chairman of foreign languages. R. D. Mahaffey, visiting professor in speech communication, was panel moderator.

The Feb. 25 debate was sponsored by the Program Council of the Associated Students of UM.

Union activity fairly quiet at UM

Although growing unionization of faculties across the nation has been predicted for the seventies, there has been no appreciable growth in union activity at the University of Montana.

Myron Lieberman, writing in the October issue of *Harpers*, predicted, "The unionization of college and university faculties will be one of the most important developments in higher education in the next decade."

Approximately one-third of the UM faculty belongs to one or more of the three organizations Lieberman predicted would be increasingly involved in collective bar-

gaining—the American Association of University Professors (AAUP), the American Federation of Teachers (AFT) and the National Education Association (NEA).

The largest organization at the University is the AAUP which, according to President Fred Henningsen, professor of business administration, has about 100 members. Membership in faculty organizations varies from year to year, he said, depending on the relationship between the faculty and administration.

Several times during the history of the University, when the faculty has been unhappy with a certain University president, membership has risen dramatically, he said. Present membership is at a relatively low point because the faculty is pleased with the administration of Robert T. Pantzer, he said.

Although the national AAUP adopted a policy in 1969 which encourages faculties to use AAUP as a collective bargaining representative, Henningsen said, "collective bargaining on this campus is a long way off. The AAUP is kind of a staid organization devoted to scholarly things. I can't conceive of the AAUP here as a bargaining agent."

Henningsen said many of the activities of AAUP decrease the need for collective bargaining. AAUP, the oldest organization of its kind, has devoted itself to protecting academic freedom and tenure, he said, and has played a large role in protecting the faculty in disagreements with the administration.

The University Teachers Union Local 497 of the American Federation of Teachers, a member union of the AFL-CIO, has a membership of about 25, which "tends to be loyal and has a high level of activism," according to John Lawry, professor of philosophy and president of the union local.

Lawry said there is a need for organizations to assist faculty members in coming to financial agreements with the University.

Faculty members presently negotiate contracts on an individual basis, he said.

"We look forward to a situation similar to collective bargaining," he said. "Although we have a good administration, we believe the present system of faculty representation is not ideal. The division of power is not equal. It is the legislature, the regents and the administration versus individual professors in a powerless position."

Lawry said some problems are involved in collective bargaining because of the unique nature of teaching.

"It is a question of deciding on a man's position in relation to the University," he said. "His own department colleagues have a special knowledge of his abilities. We wouldn't want that influence to be lost in any form of mass union participation."

Lawry said he expects the faculty will cooperate with the union in dealing with such problems as setting base salaries for the various ranks, protecting tenure and establishing teaching loads.

"We would like to make the faculty aware that they are in a position where they need to take certain collective stands or they will be picked off one by one," he said.

The AFT has formed a special committee to deal with the problems of discrimination against women on campus. According to Carolyn Jennings, a member of the committee, the only practical way for women to approach problems of discrimination in hiring, salary allotments, promotions and other employment areas is through the union.

"A woman may have a difficult time meeting these problems by herself," Jennings said. "Because of her cultural heritage, she might find it more difficult to face them alone than a man would."

The NEA has only about 15 members on campus, according to Harry Ray, assistant professor of education and president of the group. The group is not actively involved in campus affairs, he said.



Photo by Carl Hansen

CAMPUS WINDFALL—Winds gusting to 50 m.p.h. Jan. 25 ripped a 90-foot tree from its roots near the southwest corner of Main Hall. The tree, which fell away from the building, did not cause any damage to the 73-year-old

structure. Workmen sawed the tree into firewood. A plate glass door in the Lodge and several office windows in Turner Hall also were broken by the strong winds.

Mussulman: Life, teaching are ongoing musical 'discoveries'

By Vivian Todhunter

Joseph Mussulman stretched his long frame, leaned back in his swivel chair and talked about music.

"This isn't my job. This is my life," the 43-year-old music professor said. "I've held jobs. I don't like them."

His musical life fills most of his days. At the University of Montana he teaches music, performs as a vocalist, writes books about music and its history and directs the UM Jubileers, a student singing group.

Outside the University, Mussulman directs his church choir and the Missoula Mendelssohn Club, a group of male singers.

His book, *Music in the Cultured Generation*, which studies American musical life in the latter part of the 19th century, was recently published by Northwestern University Press.

Mussulman's office at the University reflects his interests. A piano stands beneath the windows facing west in the music building, and electronic equipment is stacked on tables against another wall.

According to Mussulman, understanding music today requires understanding electronic media. A textbook he is writing approaches

music in that light. He considers it an unorthodox approach.

"Usually in teaching people about music, a teacher begins by talking about the key of C," he said. "Conventionally, one jumps from that to symphonies and sonatas."

But the real result, in Mussulman's opinion, is a "massive confusion in the mind of the student," who has not understood the transition.

Mussulman's textbook begins its discussion of music not with musical scales but with phonograph records. This approach considers contemporary sounds and their relevance to a study of music.

One kind of contemporary sound Mussulman explores in his text is Muzak, a trade name for music piped into restaurants and offices as background.

"Muzak is music that is not supposed to be listened to," he said.

His book, he said, follows the premise that in every culture there are musical archetypes, sounds so familiar to people that they no longer hear them.

"The closer music approaches the archetype, the more it will be background because it will be taken for granted," he said.

Through his approach, Mussulman hopes to identify the process by which musical sounds become background and deduce the nature of those sounds which stimulate human response.

Mussulman's goal as a teacher is "discovery—not instruction or inculcation, but discovery."

He said, "I would rather have people come to a conclusion on the basis of their own inquiries." Sometimes the process is a frustrating one for him as a teacher, he noted, because he finds himself continually seeking new ways to reach the students better—to encourage their inquiries.

"But I won't give up," he said, "because I have the persistent

hope that someday I'll learn how."

Why does he stay in Missoula? Partly because of the University, he answered. The University atmosphere allows him freedom to combine his teaching efforts with other things he loves—performing and research.

The mountains hold him, too.

"My family and I are out in the mountains from the second week in June to the middle of September," he said.

Recently he, his wife and two

daughters went snowshoeing, and the family has just purchased touring skis.

Hunting is another attraction. Mussulman pointed to a picture above his desk of a golden retriever. He has two dogs, he said, that one and a young puppy.

The puppy "has 14 legs, 3 ears, 2 heads and 5 tails, and I think he's about this big," Mussulman said jokingly.

The family—with the possible exception of the dogs—shares

some of Mussulman's interest in music. His wife, Jo Anne, sings in church choir, and the two girls both play violins.

Mussulman envisions little change in his lifestyle in the future.

"If I become too old to perform, I've got five other writing projects—four underway and one I'm thinking about."

"I guess I'll continue performing and teaching until someone tells me to stop."

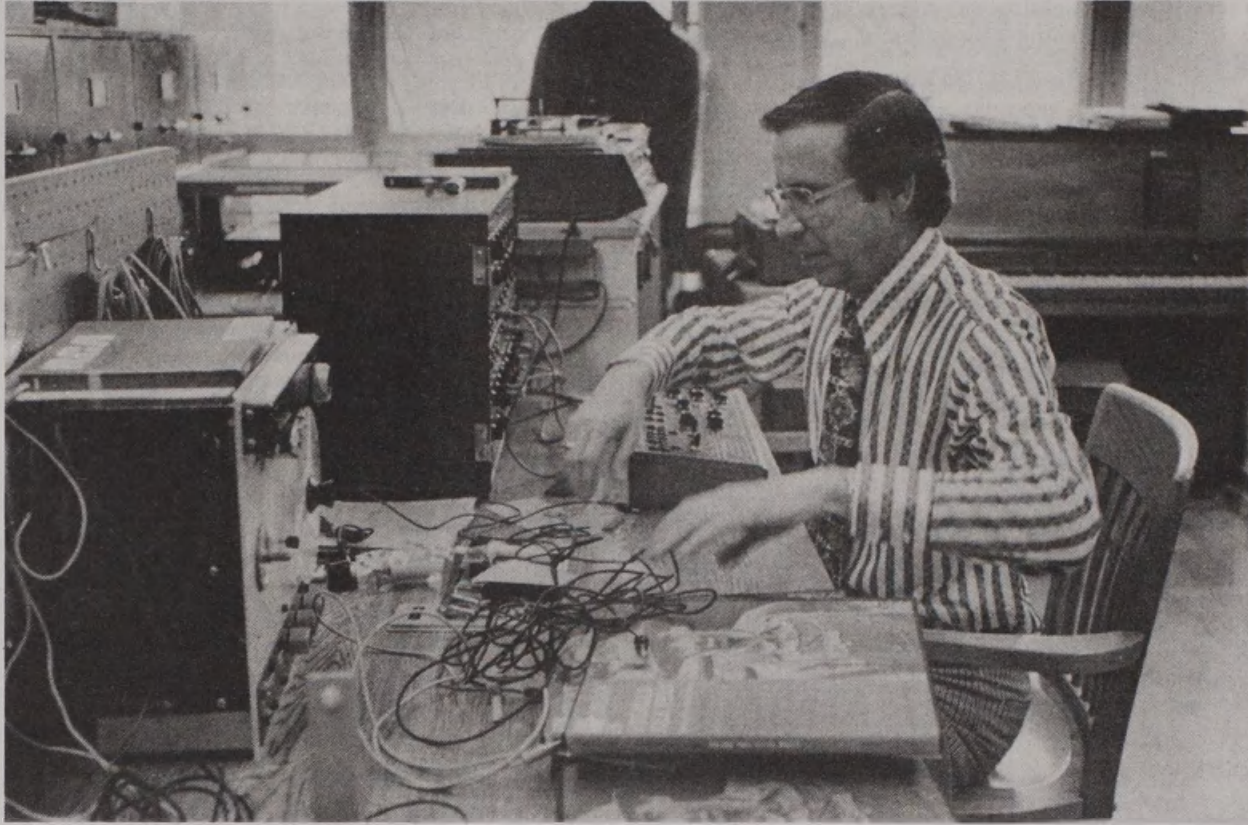


Photo by Gordon Lemon

MUSIC MAKING—Music professor Joseph Mussulman demonstrates a form of creating musical sounds in his University office. He is reaching for "patch" cords, which are plugged into the synthesizer at his right.

The synthesizer generates sounds which can be modified to create contemporary electronic music. Mussulman uses the electronic instrument to explain to students the principles of twentieth century music forms.

Lorenz: Recreation leader takes play seriously

By Diane Gaddis

"I wanted a challenge, and I wanted to reach more people," said Mavis Lorenz of her decision to enter teacher education.

The associate professor of health, physical education and recreation (H.P.E.R.) has managed to do just that in her 18 years at the University of Montana.

This Winter Quarter finds Mavis, as she prefers to be called, conducting classes in a grade school gym, on the slopes of Missoula's two ski hills, and on the University campus. Her pupils range from elementary students to college graduates.

And somehow she faithfully maintains mid-morning office hours at the Women's Center where she advises students, consults with student ski instructors and satisfies the countless inquiries directed toward her as the only female senior faculty member in the department.

"I just got back from Prescott Elementary School," Mavis said, dashing into her office to begin the interview. "I'm teaching the kids P.E. up there, and I'm learning a lot about teaching myself."

Mavis paused to sign drop-add cards for two students, then sat back in her chair.

"We get away from the kids in these theory of education classes, and in the actual teaching situation not all theory applies."

"Here I'm supposed to tell prospective teachers how to handle classes. You should have seen me today. I was trying out a new method of class organization. Ha! The kids haven't read the book."

Mavis joined the University faculty in 1954 as swimming program director for women and director of the women's sports program for the majors and minors in H.P.E.R.

At that time Mavis also inherited the two-year-old ski program. As skiing gained in popularity, so did the program, which increased from about 40 students to a present enrollment of about 500 students. They are being taught, under her supervision, by 37 student-teachers.

"We've added something new this year," Mavis said of the ski program. "We had so many re-

quests, we are now offering two touring classes. They filled immediately during preregistration, so they must be popular."

Because of student response to skiing, Mavis has little time to call her own while snow is on the ground.

"I spend Monday and Tuesday at Marshall Ski Area with the beginners and intermediates, and Thursday and Friday at Snow Bowl Ski Area with the intermediate and advanced skiers," she said.

"Then I direct the instructor-training program for 20 UM instructors on Wednesday afternoons, and meet with these men and women for another hour and a half every Thursday evening."

She designates two weekends each winter for intensive training with her instructors and spends another two weekends traveling with the women's ski team as faculty adviser. In addition, she attends an annual ski instructor's seminar to keep her national instructor's certification current.

On spare Saturdays she cleans house, shops for groceries and "washes woolens."

"I do all the things on that day that everyone else does the rest of the week," she said. "And that leaves the occasional Sunday for my own recreational skiing."

The interview was momentarily interrupted while Mavis advised a young student on ways to secure a ride to the ski hill that afternoon.

"It would be great if we had a bus for them, but we don't," she continued. "Still today's college students have a lot of ingenuity. They all find rides up the hill."

"Everybody furnishes his own equipment in our programs," she added. "They scrounge, they borrow, and they buy, but they get what they need."

Mavis began her teaching career in the public school system at Wausau, Wis., after earning a bachelor's degree in physical education from Wisconsin State College. Four years later she began graduate study in physical education at the University of Washington.

After receiving her master's degree, Mavis accepted a position at the University of Montana. "I plan

to stay," she said. "Once you look at the mountains, you don't want to go back to the flatlands. And I have pretty strong ties, after all these years, not just to the department and the campus, but also to the community."

Mavis forecasts definite growth in her department. "We are going to find ourselves producing better prepared, better qualified teachers," she said.

"There is a real problem with an over-abundance of teachers. Not everyone belongs in education. Teachers must be truly interested in working with people. They know there won't be a job around every corner."

"At the same time, kids now realize they must be knowledgeable and well-skilled in their field if they are going to be successful, so they are demanding more from the faculty."

"That's probably what prompted me to go up to Prescott School," Mavis continued. "If I'm going to teach people how to teach, I'd better not be talking off the top of my head. I'm concerned with improving the quality of my teaching too."

Mavis considers physical education a very special field. "We're working with the human element," she said, "and we're in a more unique position than other educators because we're working through the medium of play."

"Play is important. It gives life some balance, and that's pretty critical considering the pace of today's living."

"Pity the poor devil who is retiring and doesn't know how to play," she continued. "The psychiatrist, Menninger, once said that the mentally healthy person knows how to play and takes his play seriously."

"I guess that's what our job is all about. We must prepare leaders for recreation so that people who do have leisure time can learn to use it wisely. That's one reason we've added a recreation major to our program."

Play is an essential element in Mavis' personal life. Three years ago she took up flying and obtained her commercial license.

Just two years ago she began

backpacking, and last summer she started rock climbing.

Mavis also is an avid hunter and has bagged 11 elk in the past 17 years. "Last year wasn't unsuccessful, even though I didn't get an elk," she said. "I really had a beautiful experience. I watched a marten for half an hour. You don't see many of them in the woods."

"Life would be awfully boring if we didn't challenge ourselves," she explained. "Each time I start out on a new enterprise, I ask myself if I can surmount that. And each success marks another obstacle overcome, another victory."

Mavis finds another reward

through her activities. "Every time you start something new, you meet a totally different segment of society, people you might never encounter otherwise," she said. "Last summer I floated the Missouri with some people from Big Sandy. The following weekend I joined 60 people in a hike through the Gates of the Mountains wilderness. What a crew."

"If there is such a thing as reincarnation, I am going to come back as the same person," Mavis said. "People really need two lives to do everything in. I think I will take up skydiving in the next round."



Photo by Carl Hansen

ANGULATE!—Mavis Lorenz, associate professor of health, physical education and recreation, demonstrates proper technique during an afternoon ski class at a Missoula ski area.

L. A. mayor pinpoints campaign issues

Los Angeles Mayor Sam Yorty, a Democratic candidate for the U.S. presidency, made gibes at other Democratic candidates and at Nixon's economic policy, and blasted the Los Angeles Times during a special interview with UM Profiles.

Yorty was on campus Jan. 27 to speak in a public lecture sponsored by Program Council of the Associated Students of the University of Montana.

Last fall, Yorty announced plans to enter the presidential primary in New Hampshire. He was re-elected to a third term as mayor in 1969, following the largest voter turnout—nearly 80 per cent—in the history of Los Angeles.

Yorty's comments on major national issues follow.

ON AMNESTY:

I think we should set up a jury and judge each case on its own merits. I don't approve of all this blanket amnesty. But I do think that all of us believe in forgiveness.

ON NIXON'S SECRET NEGOTIATIONS WITH NORTH VIETNAM:

I've done a lot of study of that situation in Southeast Asia, and I would have been very surprised if they were not carrying on secret negotiations, because many times the only way you can accomplish a negotiation objective is to let the other side save face. But the enemy still hopes to win, I think, through public opinion in the United States, so I can understand that they wouldn't agree to those terms, and of course he couldn't agree to theirs. We're not going to overthrow another government in South Vietnam to please them. We got a president [Ngo Dinh Diem] and his brother murdered one time trying that.

ON THE WAR AS A POLITICAL ISSUE:

Some of the Democratic candidates are trying to make the war an issue. But I don't see how they can with Nixon because he's doing what they want. He's withdrawing. He calls it Vietnamization, which is political trickery. He's obviously withdrawing. He shouldn't claim too much credit for the training of the South Vietnamese forces because that went on a long time before he became President. This always was an objective of ours, to train them to defend their own country. So I don't see how the war could be an issue.

ON WELFARE REFORM:

Throughout the country there has been great disillusionment since the Supreme Court ruled that a person coming into a city from out-of-state is entitled to immediate relief. And so some of our states, like California, are high welfare states. We have Aid to Dependent Children, so you get \$50 per month per child there; these people come from places where they get \$9, so they get on the bus and come to Los Angeles where they live in relative affluence immediately. Well, we just can't han-

dle all those people on our tax base. I feel myself that the Supreme Court made half a decision. The other half should have been that welfare standards have to be relatively equal across the country.

ON CAMPAIGN PUBLICITY:

In this country, partly because of the time factor and partly because of a snobbish provincialism in the East, the news moves from east to west. As a western mayor most people in the East don't know anything about me except that they think I travel a lot. So I have to break down this sort of "paper curtain" before I can be a factor, and that means I've got to do well in New Hampshire. You know, they wouldn't even put me on the Gallup Poll for a long time. Now I've gone from one to two. That's the biggest jump of anybody, a 100 per cent jump between polls.

ON THE NEW HAMPSHIRE PRIMARY:

Most of the Democrats are afraid to go in there. It was supposed to be Muskie country, but I concede him nothing. We're just taking him on, head on. He's probably in the Fulbright faction in the Senate, and I don't think they are representative of the Democrats in the country, and I don't think they represent the kind of alternative to Nixon that the American people will accept.

ON THE PRESS:

You can't just say press because of the praise of the Manchester [New Hampshire] Union Leader which is on my side. In Los Angeles, with the Los Angeles Times, if there's anything bad said about me, it's front page. If anything good, I know right where to turn—to the weather and obituaries, and that's where they run it. They practice censorship by selectivity. That's their game. It's become a joke in the city, because it's so ob-

vious that people see through it. Of course I deal with the press all the time and I see a lot of reporters' problems. Sometimes when I'm talking about economics, I know that they don't quite get it, unless that have studied economics or specialized in it. A general reporter trying to cover everything—he can't know everything about everything and he is going to make mistakes.

ON ECONOMICS:

Nixon's credibility has to be pretty low, but mainly in the economic field, because here's a guy who went in saying we would have sound economics and a balanced budget. He started cutting everything, making a tight money policy with high interest. So actually, while he was cutting the budget, the revenues dropped so fast that his cut budget wasn't even balanced. Then, as he saw the economic situation snowballing downhill, and '72 coming on, he got panicky and forgot all his promises, forgot all about sound economics and started printing money. First he said he would have a \$15 million deficit and that was okay, though he said it was a full employment budget, and, if we had full employment, it would be balanced. That's the self-fulfilling prophesy. Really that's about as clever and devious an explanation as you'd ever dream of. Well, now, to telescope this whole thing, in four years he's going to run up a national debt of \$100 billion. And that \$100 billion will be about one-fourth of the total federal debt in the history of the country. And it's extremely inflationary. So to hold down the effects of it, he's got these controls. What I try to tell people is that he's putting fire under a boiling pot and holding his hand on the lid, so that it won't blow off until after the '72 election.



Mayor Sam Yorty

AAUP invites legislators to campus

Legislators are invited to spend time on the University of Montana campus to see "what's happening" at the state's major liberal arts institution.

The legislators received invitations to visit the University last

September from the UM chapter of the American Association of University Professors. Thus far five legislators have participated in the AAUP program.

The program, the first of its kind in Montana, stems from

faculty concern over the legislators' image of the University, according to John E. Van de Wetering, chairman of the AAUP committee for the faculty program and chairman of the Faculty Senate.

The legislature finances the University, as well as other units of the Montana University System, through biennial appropriations.

UM administrators and faculty members met with legislators after the regular session of the 1971 Montana Legislative Assembly and decided campus visits could better inform legislators when acting on University matters, Van de Wetering said.

The purpose of the program, Van de Wetering said, is to bring legislators to the campus to observe the functions of academic departments, the "grassroots administrative units of the University."

Guest legislators attend large lecture classes and small discussion groups, visit with faculty members

in their offices and attend faculty committee meetings. The legislators talk with students at lunch and eat dinner in faculty members' homes. Legislators also may stay in UM dormitories.

Van de Wetering said faculty members are eager to answer any question concerning the University community. "We don't want to hide anything," he said.

In the long run, Van de Wetering said, the visits may offer legislators "food for criticism," but "I am convinced their attitudes toward the University will improve as they better understand its functions."

Legislators who have visited the campus are Reps. Vic East, R-Forsyth; Jack Gunderson, D-Power; James P. Lucas, R-Miles City, and Bradley B. Parrish, D-Lewistown.

The UM Alumni Office arranges housing for legislators and does secretarial work for the program.

Profiles distribution outlined

Distribution of UM Profiles involves separate mailing lists. The editors ask you to be aware of these individual lists to expedite address changes and minimize duplicate mailings.

Alumni should notify the Alumni Association, University of Montana, Missoula 59801, of address changes.

Address changes for parents of UM students are made in one of

two ways: A student should indicate his parents' change of address on the appropriate card in his enrollment packet during registration, or parents may mail address changes to Information Services, University of Montana, Missoula 59801.

Other persons who receive Profiles should notify Information Services of their address changes.

Include a copy of your old address label with your request for an address change.

If you receive more than one copy of Profiles, give the extra copy to a friend or notify Information Services of the duplication. Include the duplicate address labels with your notification.

Spring Highlights

- March 1—American film, "Lord of the Flies"
- 7—Speaker, Father James Groppi
- 8—Japanese film, "Boy"
- 10-April 2—Montana Repertory Tour — Montana, Idaho, Wyoming, Utah
- 19-26—Spring Vacation
- 28—Spring Quarter classes begin
- April 5—Russian film, "Ballad of a Soldier"
- 8—U. of Oregon Cosmopolitan Folk Dance Company
- 14—Speaker, Henry Kissinger, Mansfield Lecture Series
- 19—Spanish film, "Viridianna"
- 23-May 5—Roundup of the Arts, two-week community and campus celebration of the arts
- 26—Italian film, "Bicycle Thief"



Photo by Carl Hansen

PAYING LAST RESPECTS—The University community pays last respects to three students who were killed Feb. 8 in a car accident near Missoula on Interstate 90. A memorial service was held in the University Center Ballroom for Gary Hoffman, 21, of Great Falls; Michele Cote, 20, of Butte, and Paul Zimmerli, 23, of Ramsey, N.J. Three other students were injured in the accident.

Campus Briefs

Fall Honor Roll Lists 1,262

A total of 1,262 students are listed on the 1971 Fall Quarter honor roll, including 314 who received straight A's. The honor roll represents 14.1 of the gross enrollment of 8,905 students for Fall Quarter.

UM Enrolls 8,403 Winter Quarter

A total of 8,403 students are enrolled for Winter Quarter at UM. This figure is an increase of 174 students, or 2.1 per cent, compared with the gross enrollment of 8,229 a year ago. Fall Quarter 1971 enrollment was 8,905.

Latest MBQ Features Women

A special section on women in Montana is featured in the latest issue (Autumn 1971) of the Montana Business Quarterly. This edition represents the first time that a major Montana journal has devoted itself to articles by or about women of the state. Copies may be obtained from the Bureau of Business and Economic Research, University of Montana, Missoula 59801, for \$1 each.

UM Pharmacy School Receives Lecture Award

The UM School of Pharmacy is one of 12 pharmacy schools recently named to receive an annual grant through the T. Edward Hicks Memorial Lectures in Pharmacy program. An award of \$675, provided by the Lever Brothers Co. under the auspices of the National Wholesale Druggists' Association, will be used to cover an honorarium and other expenses for a special lecture or series of lectures at UM during the 1972-73 academic year. Robert L. Van Horne, pharmacy dean, said selection of the speaker or speakers will be made later this year.

1971 Honor Roll Announced

Each year the University of Montana Alumni Association receives special donations from alumni, parents, faculty, students, friends, business concerns and organizations for various alumni programs to help the University and its students. These donations are above and beyond the standard alumni membership dues.

The Alumni Association wishes to thank all of those who so generously contributed to UM in 1971 through one or more alumni programs—Annual Giving, Library Book Fund Drive,

Scholarships, Memorials and the Student Loan Fund. The names of those who donated to the above programs during the past calendar year are listed below in alphabetical order. Individuals and families are listed first on the Honor Roll, followed by the business organizations and groups who contributed also.

Your contribution—in any amount—will lend a helping hand to the University in its pursuit of quality in higher education. If your name does

not appear on the 1971 Honor Roll you can ensure that it does appear next year by donating to any of the special Alumni programs.

Your check, which is tax-deductible, may be mailed to the Alumni Center, University of Montana, Missoula, Montana 59801. If there is a particular program to which you wish to contribute, just mark it on your check or envelope.

Wouldn't you like to make an investment in the future of the University of Montana?

Individuals and Families

—A—

Frederick W. Abbott
James Abbott
Stanton Aby
M/M H. E. Acuff
M/M Clarence Alderdice
Eugene E. Addor
Harry A. Agee
Miss Gertrude Aho
Gladys Airgood
Charles K. Allen
Gerald R. Allen
H. C. Allgaier
J. H. Allison
Capt. John T. Allton
Mrs. D. W. Altwein
Miss Margaret M. Alvis
Charles R. Ames
Helen McCumber Amos
M/M R. Y. Amrine
M/M A. H. Anderegg
M/M Arthur Andersen
M/M Andrew L. Anderson
Capt. Bruce R. Anderson
Dr/Mrs. C. LeRoy Anderson
M/M Carl Anderson Jr.
Don Anderson
M/M George Anderson
Rev. Laurence E. Anderson

Barbara J. Baldwin
Sherry Ball
Mary V. Ballard
Dr. William R. Ballard
Col. David B. Ballou
M/M Luke Balock
Edwin C. Barkman
Dr/Mrs. George H. Barmeyer
Dr. Philip L. Barney
M/M Richard J. Barney
M/M Anthony Barrera
Mrs. F. H. Barrett
Mrs. Arthur L. Barry
M/M Steven Barta
James R. Bartell Jr.
Mrs. Gertrude W. Bassett
Robert C. Bates
Capt. Roy O. Bates
Roger M. Baty
John J. Baucus
M/M Phil Beagles
M/M Charles W. Beall
M/M Harold Beck
Karen D. Beck
Mrs. N. B. Beck
M/M Clarence M. Becker
John W. Becky
M/M Brian Bedard
Thomas F. Beebe

M/M William Bouchee
M/M George Bovingdon
M/M Leo E. Bovy
Ray B. Bowden
Robert A. Bowker
M/M Leonard L. Brabeck
Mrs. Robert S. Bradbrook
Mrs. M. E. Bradley
James M. Brady
M/M Robert A. Braig
Mrs. James W. Brannigan
M/M R. A. Brant
M/M Harold E. Brauer
Dr. Harold A. Braun
M/M Philip C. Braun
Richard F. Brewster
Rosemary B. Bridenbaugh
William L. Brill
Florence Brinton
M/M John Briscoe
M/M Walter F. Brissenden
M/M Donald Brodie
Dr/Mrs. J. M. Brooke
James F. Brooks
Dr/Mrs. Gordon Browder
M/M Charles Brower
Catherine P. Browman
Dr/Mrs. L. G. Browman
Dr. Arnold L. Brown
Catherine E. Brown
M/M David H. Brown
M/M Donald E. Brown
M/M G. Steven Brown
Fr. Howard J. Brown
Linnell W. Brown
M/M Richard A. Brown
Robert P. Brown
Dr/Mrs. John T. Browne
Mrs. Frederic Bruggeman
M/M Frank Brutto
M/M Clifton Albert Bryan
Mrs. E. A. Bryan
Col. E. Dale Bryson
Dr. Edwin Buchanan
Ward Buckingham
Burrell Buffington
Phillip L. Buffington
M/M Terry A. Bullis
Ralph W. Burden
Mrs. J. L. Burford
Robert M. Burgess
James Ronald Burk
M/M John J. Burke Jr.
M/M R. F. Burke
Arthur K. Burt
David E. Burton
M/M Ted R. Burton
Mrs. Joseph W. Byrne
Lila Mae Byrne
M/M Erwin C. Byrnes

—C—

Thomas T. Cacavas
Capt. & Mrs. Fred V. Calder III
Mrs. M. B. Caldwell Jr.
Oscar J. Callant
George L. Campanella
Mrs. Marjorie S. Campbell
M/M Robert J. Campbell
Lt. Col. Thomas E. Campbell
Thomas A. Cannon
M/M Clyde Cantrell
Robert E. Canup
M/M George D. Caras
Robert T. Carkeek
Tom Carkulis
M/M Cecil J. Carl
M/M Linus J. Carleton
James R. Carlson
Paul Richard Carlson
M/M David J. Carman
Elmer J. Carosone
M/M G. R. Carpenter
Capt. James G. Carpenter
Mrs. Lynn R. Carpenter

M/M Charles Carrico
Mrs. Colin Carter
Mrs. David Bale Carter
M/M Jan D. Carter
Dwight Carver
M/M W. J. Carvey
M/M James R. Casey
James B. Castles
William N. Cawston
Rudolph J. Cebull
Mrs. Louis Cestnik
J. D. Chandler
Ethel Chang
Mrs. Niles D. Chapman
Roy E. Chapman
Mrs. Richard Chapple
M/M Ronald B. Chase
John B. Cheek
Eldon E. Chelgren
M/M Allen V. Chesbro
Charles A. Chesbro
Mrs. Edward S. Chinske
Mrs. Bessie Chrisinger
Earl Christensen
M/M Henry D. Christensen
M/M John Christensen
Charles O. Christensen Jr.
David R. Christman
Edna L. Christopher
Mrs. Chris Christy
M/M Paul Chumrau
Esther W. Church
Dr. William L. Cimino
M/M C. Cyrus Clapp
Mrs. Glenn Clapp
Dr/Mrs. Paul Clapp
Kermit R. Clarida
Mrs. A. B. Clark
Earl G. Clark
Col. Glen W. Clark
Robert C. Clark
Mrs. S. Kendrick Clarke
Kenneth Stuart Clay Jr.
M/M John W. Claypool
Lt. Col. Richard V. Clearman
Cell Anne Clement
Neal D. Clement
Joe W. Clemenow
M/M Ben H. Cleveland
Robert Clifford
Evelyn Clinton
M/M Gary Alan Clizer
David R. Cloninger
Alfred B. Coate
Henry Charles Cobb Jr.
Dr. William A. Cobban
Mrs. Royal A. Coffey
Mrs. Tristram Coffin Jr.
M/M Andy Cogswell
M/M Les Colby
Lyle G. Colby
Karen Cole
Marjorie E. Cole
O. H. King Cole
M/M Steve A. Cole
Dr/Mrs. John M. Collins
M/M Thomas J. Collins
William D. Collins
Marguerite Colliton
John M. Comfort
Dr/Mrs. John P. Conder
M/M James E. Congdon
M/M George Congos
Robert A. Conitz
M/M James H. Conklin
Louise S. Conklin
Russell Conklin
John Franklin Conley
M/M J. R. Conner
M/M Robert A. Conitz
Sam Cook
Wm. Britte Cook
M/M E. D. Coolidge
Cooney Brothers
M/M Robert Cooney
D. Dee Cooper
M/M James L. Cooper



Photo by Gordon Lemon

GOLDEN GRIZZLY AWARD—Mr. and Mrs. Harold Hendron, left, of Boise, Idaho, were presented Golden Grizzly awards during a dinner at the 1971 University of Montana Homecoming. Presenting the award is Andrew Cogswell, former UM dean of students. Hendron and his wife, the former Cora Sparrow, were both members of the class of 1921. The awards presented to them were in recognition of the fiftieth anniversary of their graduation. The Hendrons also celebrated their 50th wedding anniversary on Homecoming Day, Oct. 23.

A college was never made by brick and stone, by hall and campus; but by the men and women who gave it direction, by its essential spirit . . .

—Henry Lawrence Southwick
President, Emerson College, 1932

M/M Robert L. Anderson
Ronnene Anderson
Russell K. Anderson
M/M Thomas D. Anderson
Miss Vera L. Anderson
Willard R. Anderson
Walter L. Anderson
Victor C. Andresen
M/M F. L. Andrews
James K. Andrews
William Andrews
M/M George Andrus
Mrs. Emmett C. Angland
M/M Tony Angland
James T. Annin
Mrs. John Ardner Sr.
Mrs. Esther M. Armstrong
M/M Lewis E. Armstrong
Lee E. Arnold
Robert G. Arnot
Brett C. Assestine
M/M S. Gayley Atkinson
Stephen P. Attardi Jr.
Mrs. Joseph R. Augustine
Arthur Aune
M/M A. Rudy Autio
V. W. Axtell

Edna M. Belknap
M/M E. E. Bender
Miss Dorothy Benjamin
Dr. Harold E. Bennett
John D. Bennett
Mrs. Lisette P. Bennett
M/M Bob H. Bennetts
M/M Bruce R. Bennetts
Dr. J. S. Benson
Susan L. Benson
M/M Bill Bercovich
Terrance J. Bergen
Bergstrom Family
Lloyd Bernhard
Lewis W. Berry
M/M Charles E. Berthoud
M/M Charles J. Betts
M/M Michael Bezin
Dr. Jesse M. Bierman
Edward H. C. Bilan
M/M Gary Bingham
M/M Harold W. Bird
M/M W. C. Blanchette
M/M Thomas H. Blankenship
M/M Harold E. Blinn
M/M Robert E. Blixt
M/M James L. Blue
George D. Boale
M/M Roland E. Boe
Julius F. Bohne
M/M Kenneth D. Boice
Dr. G. D. Boileuillet
Maxine I. Bolinger
William R. Bolenske
M/M Arnold Bolle
Lt. Col. Maynard Booth
M/M Russell W. Booth
Nemesio C. Borge
M/M Joseph S. Bouchard

—B—

Jeanette D. Bach
M/M Sam H. Bacon
M/M John Badgley
M/M Edward D. Bailey
M/M Harold L. Baird
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David H. Baker
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M/M Richard W. Eddy
M/M Roger E. Eddy
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M/M John L. Emerson Jr.
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Joe Evenson
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M/M Daniel F. Dickman
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John F. Dunning
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Mrs. George Dyas
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Elmer F. Gits
Gale Eugene Glascock
Lyle Glascock
M/M Eugene W. Gleason
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Carol Louise Glenn
Gnound Family
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M/M Charles Goldhahn
M/M Harold Goldstein
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M/M William K. Good Jr.
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M/M Ted Guenzler
Miss C. Gail Guntermann
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Helen Hagerty
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M/M Claude Hall
Gary W. Hall
M/M James W. Hall
M/M John N. Hall
Raymond A. Hall
M/M Robert M. Hall
M/M Warren P. Hall
W. J. Hallman
Dale Glen Hallock
M/M Graydon Hallock



Photo by Gordon Lemon

BUILDING GETS NEW USE—Richard Solberg (second from right), dean of the UM College of Arts and Sciences, talks with students Fall Quarter in front of the new Venture Center. One of the oldest buildings on campus, the Center was known as the Science Hall, later as Old Science and then as the Geology Building.

The geology department moved into the new Science Complex last fall, however, and the Geology Building was renamed the Venture Center. It now houses several campus programs, including the experimental Round River environmental studies program, the Black Studies program and the Women's Action Center.

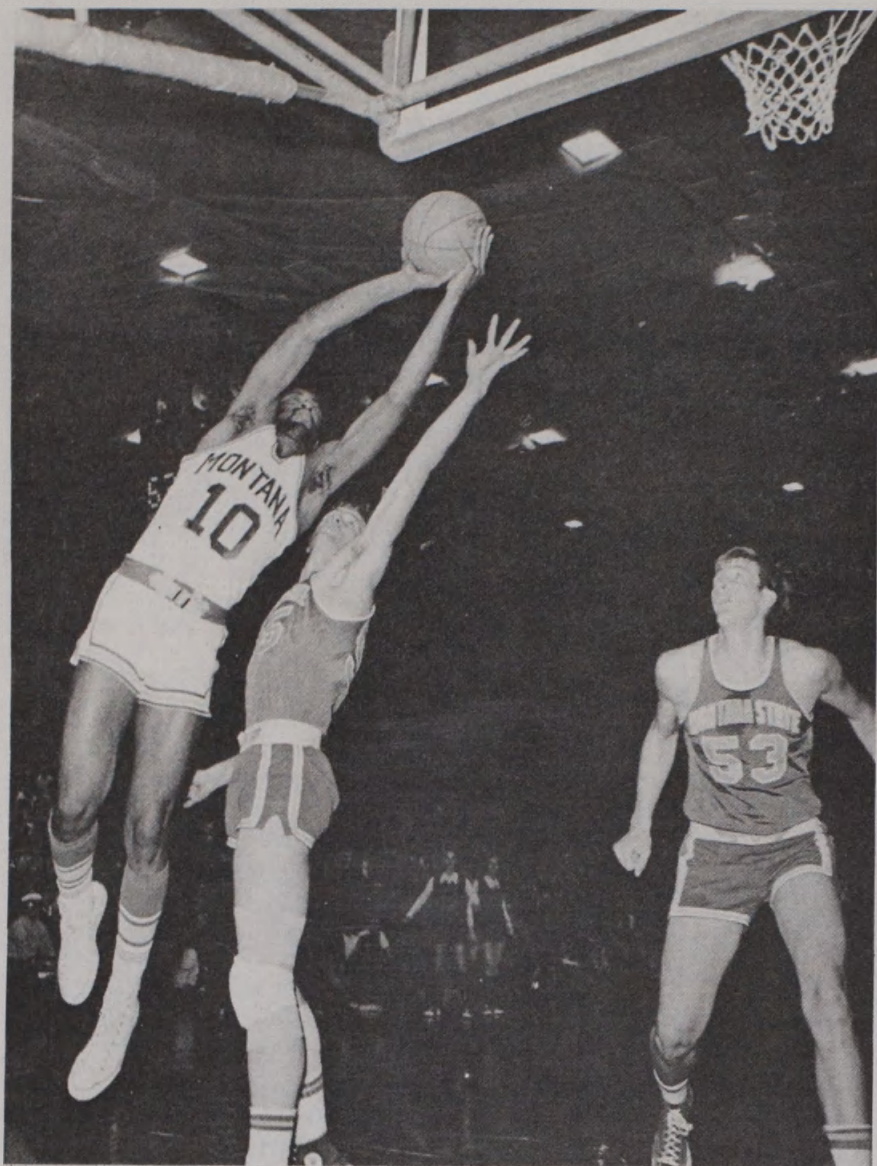


Photo by B. Nettles

MAKING A BASKET—UM Grizzly player Willie Bascus, junior in health and physical education, stretches for a basket during a game against Montana State University in the UM Harry Adams Field House. MSU players Scott Koelzer, center, and Brent Wilson, right, were ready for the rebound. Bascus made the basket, and the University of Montana won the game against the Bobcats, 75-66.

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M/M Clarence D. Jones
H. Rick Jones
Mrs. Nicholas Jones
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M/M Robert E. Jones
Thomas H. Jones
Dr/Mrs. Winfield Jones
S. O. Joraanstad
Dr/Mrs. Evan P. Jordan
Edna Jorgenson
Charles A. Joy
M/M Delmar Juneke

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M/M Rae Kalbfleisch
M/M Brendon Kales
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M/M Harold W. Kees
Margaret J. Kehne
M/M Charles P. Keim
M/M Earl H. Keller
M/M Ed Keller
Vincent N. Keller
Al Kelley
Elizabeth A. Kelley
M/M Gary L. Kelley
M/M Owen Kelley
Harrison P. Kellum
M/M Zollie Kelman
M/M Jack Kempner
Dorothy E. Kennedy
M/M Michael S. Kennedy
Col. Richard H. Kern
Paul W. Kerr Jr.
M/M Richard F. Kerr
Terry Kerr
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M/M Eugene L. Kesting
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M/M Edwin J. Kowachek
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Wes Kratz
Sharon L. Krogstad
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Herbert H. Kuphal
Kent K. Kushar
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Maj. Lester T. Ikeda
Ralph W. Imlay
M/M Roy E. Ingles
M/M John F. Ingold
Howard M. Israel
Mrs. H. G. Iverson
M/M John F. Iwane
M/M John F. Iwen

—J—

M/M Charles M. Jackson
John Y. Jackson
M/M Robert Jackey
Carol A. Jacobsen



Photo by Gordon Lemon

TOURING THE UNIVERSITY CENTER—Tom Mozer (second from right), junior in chemistry from Great Falls, shows the UC recreation facilities to Alumni Board of Directors member Dick Doyle (left) and Mrs. Doyle and to William Swarthout, Alumni Board chairman. Mozer is an Alumni Association Worthy Scholar Award winner.

—L—

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Lawrence Lackey
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George A. Lantz
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M/M Steiner A. Larsen
M/M Al Larson
Dr. Carl L. Larson
Daniel O. Larson
M/M Glenn H. Larson
Norman J. Larson
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M/M Dale B. Lavigne
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Chester T. Lawrence
John G. Lawrence
Carl D. Lawson
Dr. Chester W. Lawson
Jack T. Lawson
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M/M Marvin Marcy
M/M Marvin L. Marcy
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M/M Joseph Marra
Dorothy F. Marsh
M/M D. L. Marshildon
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M/M John F. Martin
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Edwin E. Multz
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Robert E. Munzenrider
M/M James Murdaugh
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Howard E. Nelson
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M/M Harry T. Northey
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M/M Gary A. Nygaard
Edward Nygard

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M/M Harold G. Olson
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M/M Harold Olsson
M/M Martin P. Omodt
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Jeffrey Openden
James D. Opitz
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Dr/Mrs. Donald Orlich
Richard A. Ormsbee
Dr/Mrs. Conrad O. Orr
Mrs. Mary A. Orr
Sandra L. Orr
M/M Stanley Osik
Dr/Mrs. Clinton Oster
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M/M Robert M. Oswald
M/M Wallace R. Otterson
M/M J. Ottman
Mrs. George E. Ousterhout



Photo by Gordon Lemon

SCIENCE COMPLEX TOUR—Members of the UM Council of 50 are shown experimental equipment in a Science Complex physics laboratory by J. A. (Ted) Parker (second from left), physical plant director, and William Ellis, physics department

technician (far right). Council of 50 members in the foreground are, left to right, Herbert C. Watts Jr. of Havre, George H. Sheets of Miles City, Leslie Peters of Great Falls and Mrs. John J. Baucus of Helena.

—M—

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Agnes MacDonald
Dr. Donald J. MacDonald
Maj. John W. MacDonald
Lawrence M. MacDonald
Cdr. Patricia H. MacDonald
Mrs. Thomas Macey
Lt. A. J. MacKenzie

M/M Richard G. Mitchell
Donald Mittelstaedt
Miss Karen Moe
A. H. Moeller
Dr/Mrs. LeRoy Moline
John P. Montegna

Raymond M. Overgaard
Dr/Mrs. G. M. Overland &
Family
Ann D. Overton
M/M Forrest Owens
M/M Frank C. Owens
M/M Richard M. Owens

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The H. T. Pantzer Family
M/M Robert Pantzer
Tony J. Pappas
E. William Parker Jr.
M/M J. A. Parker
J. R. Parker
Mrs. Toni Parker
M/M Lester L. Parrish
R. M. Patterson
Eloise J. Patten
Iolene D. Patten
M/M William E. Patterson
David Paul
Dorothy M. Paxson
David E. Payne
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James R. Penner
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M/M Albert Pepe
Elsie S. Peplow
M/M Henry Peppler
M/M Michael A. Persha
M/M Edward A. Peters
Dr/Mrs. Peter F. Petersen
M/M Clarence Peterson
M/M Everett Peterson
Dr. James A. Peterson
Dr/Mrs. Keith D. Peterson
Mrs. Lavonne J. Peterson
Lisa Peterson
M/M Rex Peterson
William H. Peterson
Freston O. Petre
Margaret V. Petterson
M/M Frank Pettinato



Photo by B. Nettles

THE OLD SCHOOL-YARD TRICK—Two performers play an old children's trick on another girl during a scene from the Lorraine Hansberry play, "To Be Young, Gifted and Black." The play, presented at UM Fall Quarter by a professional touring company, was one of several cultural events sponsored by the Associated Students of the University of Montana Program Council.

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M/M John Phalen
Miss Dorothy Phelps
G. Edward Phillips
Margaret E. Phillips
Gloria G. Phillip
M/M Milton Phillip
Dr. Cecil G. Phipps
M/M LeRoy F. Piche
W. W. Pickens
Herbert I. Pierce III
M/M J. H. Pierce
M/M Ronald L. Pierre
Donald R. Pinter
M/M Charles F. Piper Jr.
Barbara L. Pittman
Emma A. Podoll
Edward M. Pope
Dr. Giles S. Porter
Scott S. Porter
M/M James Posewitz
M/M Richard L. Post
David S. Potter
M/M Albert B. Potts Jr.
Mrs. George R. Powe
M/M John K. Powell
Ward H. Powell
Harry W. Power III
Mrs. A. O. Prakash
Henry J. Pratt
Lonnie Preble
Dr/Mrs. Sherman J. Preece Jr.
M/M James B. Prendergast
G. W. Prescott
Phil G. Preston
Raymond L. Pryor
M/M E. R. Pugsley
James Purdy

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Irving Quanbeck

— R —
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Constance E. Rachac
Mrs. W. A. Rader
M/M Colin Raff
Mrs. Douglass A. Raff
M/M C. A. Rafferty
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Wayne D. Rasmussen
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Dr. Dick Raymond
Mallory Read
Mrs. E. W. Reardon
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Theodora T. Reed
Ann Reely
Ralph R. Rees
M/M Richard N. Reeves
Dr/Mrs. John Reiter
M/M Archie Remior Jr.
Dr. W. D. Remole
M/M Harry Renier
Mrs. Jack M. Reynolds
Mrs. Leonard F. Reynolds
Dr/Mrs. M. P. Reynolds
M/M Sam Reynolds
M/M R. E. Rhea

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Kimberly A. Rice
M/M Charles Rigg
Gerald W. Richards
John Alan Richardson
Mrs. Fred Richey
Dr. Evelyn G. Rimel
Mrs. Celia C. Risen
John J. Riss
Arnold A. Rivin
LeRoy E. Roach
Delos Robbins
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M/M David C. Roberts
M/M Harold Roberts
M/M Raynor H. Roberts
Thomas E. Roberts
M/M Warren A. Roberts
Helen G. Robertson
Donald C. Robinson
Dr. Herbert E. Robinson
Mrs. J. Brooks Robinson
Riley D. Robinson
Robert (Ty) Robinson
Donald E. Rodgers
Donna Lee Rogers
M/M J. Ted Rogers
D. Gordon Rognlien
Dr/Mrs. Oliver Roholt
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M/M Paul E. Romine
Claude E. Roney
M/M Donald E. Ronish
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Lawrence F. Rooney
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Ralph A. Rose
Willie G. Rose
Mrs. W. M. Rosenthal
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John W. Ross
Urban Roth
Oscar H. Rothenbuecher
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M/M Dennis A. Rovero
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M/M Douglas Rudd
Manuel H. Ruder
M/M Paul Russell
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Dorothy Wendt Rustand
M. R. Rutherford
M. Rowland Rutherford
Dr. Lester T. Rutledge

Mrs. Daniel Ryan
M/M Jack Ryan
M/M Henry Rybus
Mrs. Donald H. Rydell

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M/M Niles F. Sacia
M/M Norbert Sager
Ronald A. Sain
Theodore R. Saldin
M/M Dennis J. Sale
M/M Jon Salmonsens
M/M Dewey Sandell
M/M Oscar G. Sander
M/M Wilfred A. Sanderson
M/M Earl D. Sandvig Jr.
Bert R. Sappenfield
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M/M Donald Sarvis
Donald Bill Sass
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Marcia & Will Sauerbrey
Stephanie Sawicki
M/M Stephen S. Sawicki
Mrs. Douglas L. Saxby
Katherine Schaefer
Richard L. Schaertl
Fred Scheuerman
J. S. Schirm Jr.
Harvey Lee Schlieman
Lee Schmidt
Henry J. Schmidt
M/M W. J. Schmidt
M/M Phillip S. Schrader
M/M Richard Schrader
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Dr. Kenneth G. Shelley
Roxanne B. Shelton
Lt. Howard E. Shepherd
Ray E. Shepherd
M/M Herbert Sherburne
M/M Russell Sheriff
George L. Sherry
M/M Yaeko Shitsuka
M/M Richard Shirley
Nan L. Shoemaker
M/M Theodore Shoemaker
M/M Kenneth Shopper
Richard Shrader

Floyd B. Shreve
Samuel J. Shummon
M/M Edward Shurr Jr.
Alfred Siltman & Family
Chadwick Simmons
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Jerry V. Sinclair
Lloyd D. Sinclair
Carl A. Sjogren
Randall Skelton
Richard Slade
M/M G. J. Sladek
Mrs. H. H. Slaughter
R. D. Sloan
M/M Francis X. Small
M/M James L. Smereck
Mrs. Alfred N. Smith
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Dr. Charles G. Smith
M/M Harry A. Smith
Jerome Arnold Smith
LaRue Smith
Marion M. Smith
Mary Virginia Smith
M/M Richard K. Smith
M/M Thomas M. Smith
Wayne L. Smith
Winifred M. Smith
M/M L. W. Snell
Randy L. Snell
Mrs. R. Nelson Snider
Marvin Snow
Dr/Mrs. O. S. Sohlberg
Dr/Mrs. Richard Solberg
Ernest E. Solum
M/M William N. Sorensen
Martha and Mary Sorini
Gerald L. Sorte
Dr. Mary E. Soules
M/M N. Earl Spangenberg
M/M Kenneth Spaulding
Earl L. Speer
Mrs. Lenita S. Speer
Darlene Evelyn Spek
M/M Lee W. Spencer
M/M R. W. Spencer
Vernon F. Spencer
M/M Thomas Spenker
M/M Eugene Spratt
M/M Robert Staffanson
Del R. Stamy
Marsha K. Stanger
Merlin D. Stanhope
M/M Philip A. Stanley
M/M B. Tim Stark
M/M Clarence E. Startt
James M. Stauffer
Harold Stearns
Mrs. Keith Stearns
M/M Philip R. Steele
Robert Steele
Col. Albert E. Steensland
M/M David T. Steere
Mrs. Joan Steffani
Bette J. Steffes
James C. Stegmeier
Ed Stein
Stephanie Steinberger
Paul B. Steinman
Herbert Stelling
M/M Alex Stepanzoff
Mrs. Allen C. Stephens
Mrs. Stewart E. Sterling
M/M W. M. Sterling
M/M Harry Stetler
Mrs. Robert F. Stetson
Roger W. Stevens
Gary M. Stevenson
George W. Stewart
M/M John Stewart
Prof/Mrs. John Stewart
Mrs. John W. Stewart
M/M Robert Stewart
Claude W. Stimson
Capt/Mrs. Alfred Stipe
M/M Harvey Stiver
Dr. Emerson Stone
M/M William G. Stoner
Willard P. Stong
M/M Vern P. Stoterau
Dr. Fred J. Stout
M/M Lawrence B. Stout
Ellen Strommen
Phillip Arthur Strommen
Richard A. Strong
M. H. Struthman Jr.
Mrs. Franklin Stull III
M/M Allen P. Stults
Aloysius Sullivan
The Mike Sullivan
Padraig Sullivan & Family
M/M Robert E. Sullivan
M/M Magnus Sunde
M/M F. M. Superneau
Arthur Lee Svenson
Alice Svorok
M/M Joseph D. Swan
Malcolm D. Swan
Alice Swanson
Margaret A. Swanson
Dr/Mrs. Stanley Swartz
Ada M. Swearingen
Mrs. Walter T. Sweeney
M/M Robert N. Swenson
M/M Wilbur Swenson

— T —
M/M Robert J. Tachuk
Frank H. Tainter
M/M James L. Talbot
C. Dexter Tancott
Mrs. Ann S. Tanner
M/M William C. Tarrant
M/M Ronald D. Taskey
Merle W. Tate
Dr/Mrs. David B. Tawney
Mrs. Don J. Taylor
Douglas W. Taylor
Elizabeth B. Taylor
M/M John B. Taylor
M/M John J. Taylor
Dr/Mrs. Norman Taylor
Reva Ruth Taylor
M/M Richard S. Taylor
Charles Paul Teague Jr.
John A. Tedesco
Nicholas S. Teel
Andrew L. Temple
Mrs. Sibyl Templeton
M/M Sanford Tepfer
M/M Daryl Tesch
Alice B. Ann & Bill Thane
Robert E. Thayer
Albert J. Thibodeau Jr.
Fred E. Thieme
Alve J. Thomas
M/M Richard B. Thomas
Mrs. Howard Thomason
Carol Jo Thompson
Charles A. Thompson
Fred W. Thomson
M/M Earle Thompson
Mrs. Gunter Thompson
Jack C. Thompson
Robert D. Thompson
Vern L. Thompson-Billings
Vern L. Thompson-Elko, Nev.
Mrs. Harold Thomson
Fairie F. Thorell
Mrs. Eva Marie Thorn
Erick L. Thorsen
M/M Ray Thraikill
M/M Rowland Throssell
James D. Thuesen
M/M Norman E. Thurnau
Robert B. Tidball
R. E. Tidball
M/M Stanley Tiffany
Mrs. Gladys Tillotson
M/M Kenneth N. Tinklepaugh
M/M R. G. Tirrell
Mrs. W. H. Tobey
Mrs. William W. Tobin
William H. Todd
Mildred E. Tolson
M/M John Toole
Mrs. George E. Tooley
M/M Robert L. Toomey
Thomas F. Topel
Dr. Edward G. Torrance
James V. Toscano
Mrs. Thomas Towe
Arthur E. Tower
Byron J. Townsend
Dr/Mrs. George Troxel
Mrs. Charles M. Trumbull
Mary Castles Trumbull
Mrs. Donald Tsang
Mrs. Marian Tucker
George A. Turkiewicz

M/M G. Turman & Linda
M/M Nels Turnquist
Fausto Turrin & Family
Lt. Col/Mrs. Tutwiler
M/M Burr E. Tye

— U —
M/M Paul Ulrich
Dr. Lawrence E. Ulvestad
M/M Stanley J. Underdal
Joseph W. Upshaw
M/M John Urbaska
Richard C. Urquhart
Mrs. Gretchen H. Utterback

— V —
V. C. Vadheim
Larry E. Vahl
Richard D. Van Aken
Robert A. Vandegenachte
Cyrille Van Duser
Marion Van Haur
T. B. Van Horn
M/M Robert Van Horne
M/M R. Pete Vann
Joseph A. Vanorio
M/M Robert C. Van Sickie
Alfred A. Vasko
Avonne Vaughan
M/M Warren Vaughan
M/M Dean Vaupel
M/M Vernon Vavrick
Charles C. Veenstra
William M. Velde
Paul E. Verdon
Mrs. Sherman Vernon
Dr. David G. Vesely
George R. Veverka
Odin C. Vick
M/M Paul E. Vick
M/M George R. Vielleux
M/M Dean L. Vinal
Emmett Vincent
Mrs. Wilbus Vincent
A. J. Viner
David H. Violett
Richard A. Volinkaty
Mrs. Kent Von Segen
M/M William E. Von Tagen
M/M Frank T. Vorac
M/M Lee H. Vore
Mrs. Danica Vucasovich

— W —
M/M Hoyt G. Wade
M/M H. H. Wagner
R. David Wahfeld
M/M J. R. Wait
John H. Waite
M/M Parker R. Waite
M/M C. C. Howard Walden
Dr/Mrs. Ellis Waldron
John Waldron
Leonard Wales
Frances F. Walker
Mrs. Robert L. Walker
Mrs. Walter W. Walker
Robert Walkup
William L. Wallace
Mrs. Robert Waller
Miss Jayne Walsh
Mrs. Charles Walter
M/M James W. Walter
M/M W. C. Walterskirchen
William M. Walterskirchen
Dr. Berl B. Ward
Shirley Warehime
Thomas C. Washington
Jeff F. Watson
Warren E. Watson
Mrs. Richey L. Waugh
Mrs. Clifford Weake
George Carl Weatherston
Sharon E. Weaver
Gordon Wayne Webb
M/M Donald E. Weber
Fred J. Weber
Mrs. Helen M. Weber
M/M Jim Weber
M/M Cutler Webster
Kent A. Webster
Mrs. Philip S. Webster
Warren A. Weed Jr.
William L. Weed
Mrs. Dorothy Wegner
M/M George Weissel
M/M David B. Weld
Mrs. Robert Weidman
Alice Welch
Warren W. Welch
Frederick A. Weldon
The Wellhousers
Frederick B. Wells III
Auguste H. Welsh
Mrs. Richard Welter
Donald William Welter
Rudolph Wendt
David D. Werner
Col. Milton E. Wertz (Ret.)
M/M James A. West
M/M Robert B. West
Rev. Carl M. Westby Jr.
Mrs. Cleve O. Westby
Don H. Westfall
M/M Frank A. Westley
M/M Donald Weston
Bernt F. Westre
Robert I. Wheelan Jr.
M/M Hudson L. Wheeler
M/M Walter Wheeling
M/M John Wheeler
Col. Robert E. White (Ret.)
Ms. Sharon Whitehouse

— Y —
Mrs. Stanley Yassiek
M/M Carl L. Yeckel
Gerald C. Young

— Z —
M/M Wyman Zachary
M/M G. F. Zehner
M/M Robert I. Zepp
M/M Jack Zerr
Aaron Lawrence Zimmerman
Bruno Zubrowski
Dr. Paul Edward Zuelke
Edwin F. Zuern
M/M Howard Zuetzius



Photo by Carl Hansen

THE OLD-FASHIONED WAY—Forestry students practice cutting wood with a Swede saw during a contest at a Missoula shopping center. The wood cutting was one of many activities sponsored by the University of Montana foresters during Forestry Week, Fall Quarter. The week was highlighted also by the annual Convocation and the Foresters Ball.

Businesses, Organizations—

All-American Trophy and Lettering
Alpha Kappa Delta
Alumni Association Office
American National Bank and Trust Company of Chicago
Associated Students Store
A.S.U.M.
Atlantic Richfield Foundation
Bantam Books
Bel Aire Motel
Big Sky Drive Inn
Blackfoot Telephone Cooperative
Bolles Committee
Arnold Bolle, Tom Payne, Dick Shannon, Bob Wambach, Gordon Browder, Les Pengelly, Dick Behan
Brantly Hall—Second and Third Floor
Brantly and North Corbin Basement
Bridge Club
c/o Mrs. D. Snow, Hamilton
Carrier Corporation Foundation
Civic Center Offices—Great Falls
Corbin Hall—Freshmen Women
Craig Hall residents
Class Reunion—1951
Convenient Food Mart, Missoula
D. A. Davidson and Co.
Dain, Kalman and Quail, Inc.
Dietz's Motel
Esso Corporation
Exchange Lumber Co.
Ferro Corporation
Flathead Beverage Co., Inc.
Forest Service
Employees, U.S.
Forestry Club
Fotomasters, Inc.
General Electric Co.
Greek Library Drive
Greyhound Bus Lines
Albert H. Ham Photography
Hoyt, Bottomly and Gabriel
Hughes Gardens
Humble Oil
Independent Insurance Agents of Montana
Information Services Staff
International Business Machines
Jesse Hall—Fifth Floor
Kaufmans
Knowles Hall—Second West and Third Floor
Larry Larson and Associates
Library Staff
Livingston and Malletta
Lochs Lodge
Marathon Oil Foundation
Medland-Ross Foundation
Missoula Book Club
Missoula Typographical Union #277
Missoula Women's Club—Junior Dept., Literature Dept.
Montana Insurance Education Foundation of America
Montana Power Co. employees
Montana State Library Staff
Mountain Press Publishing Co.
Northern Builders Exchange
Northwestern Nat'l Life Insurance Co.
Orange Street Chevron
Opportunities, Inc.
Chapter AT of PEO, Missoula
Phi Kappa Phi
Residence Halls Staff
Rockefeller Family and Associates
Lois Sande Insurance
School of Journalism
Sigma Phi Epsilon
UM Spurs
Standard Oil Co.
Student Drive
Suburbanite Extension
Homemakers Club
Tektronix
Texaco
Tetxon Charitable Trust
U of M Business Office Staff
University Center Staff
Bob Ward and Sons
Western Federal Savings and Loan
Western Montana National Bank
Western Warehouse Foods
Yandt's Men's Wear

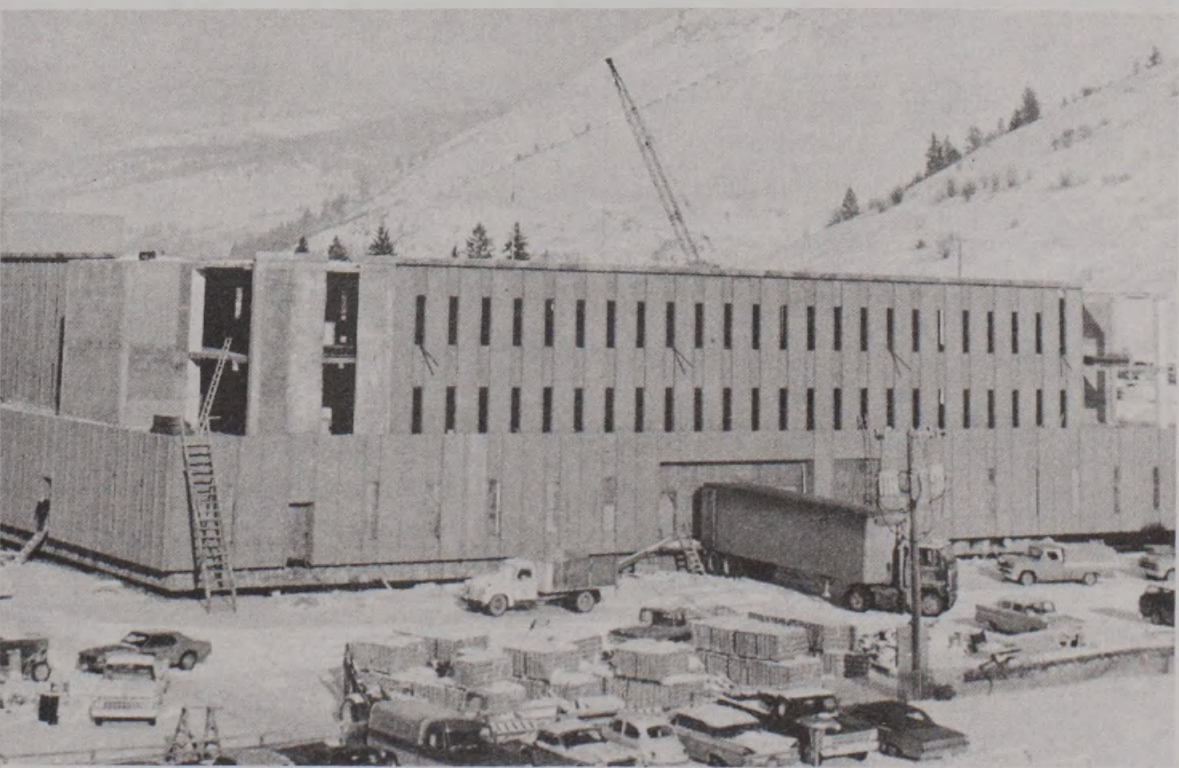



Photo by Carl Hansen

CONSTRUCTION CONTINUES — Work continues on the outside of the new library building behind Main Hall. Construction of the building was begun in the spring of 1971, and Phase I, which involves finishing three of the five floors, is scheduled for completion by 1973. A library book fund drive was begun at the University last spring by the Associated Students of UM and the UM Alumni Association to purchase additional books for the new li-

brary. So far, the fund drive has netted \$112,000 in contributions from alumni, parents, Missoula businessmen and residents, UM faculty and staff and UM students. More funds are needed, however, in order to purchase the 180,000 new books the groups hope to buy for the library. Donations to the fund drive may be sent to the Associated Book Fund Drive, University Center, University of Montana, Missoula, Montana 59801.



Thin as a snail's track
on the mind's walk, the year
pulls back into its shell.
I skim the silver from the cracked
cement to spend it all
before winter closes down.

—Madeline DeFrees
UM Associate Professor, English